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ABSTRACT

Designed primarily to assist instructors offering courses for early childhood personnel, the material in this resource book conceptualizes field trips as a total learning experience requiring careful planning for specified information to be learned. The material is divided into three units, each with a different focus. The first unit provides a theoretical overview emphasizing how children learn through experience. The second unit deals with the curriculum content of field trips. This section includes a large number of activities and resource materials which focus on the content of specific trips and describes how each might be used to encourage language development, promote sensory perception, develop problem-solving abilities, etc. Also included in this unit are eight "learning adventure sheets" which suggest activities to use before and after trips to make the trips more meaningful to children. In addition, psychological and emotional factors affecting children are discussed in this unit. The third unit deals with the necessary but more mechanical details of planning for trips--such considerations as transportation, timing, and arranging for extra help. The resource materials provided include forms, checklists, and guidelines geared to facilitate children's remembering essential details. In conclusion, suggestions for further reading are offered. (RH)

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"The world is so full of a number of things ..." Robert Louis Stevenson

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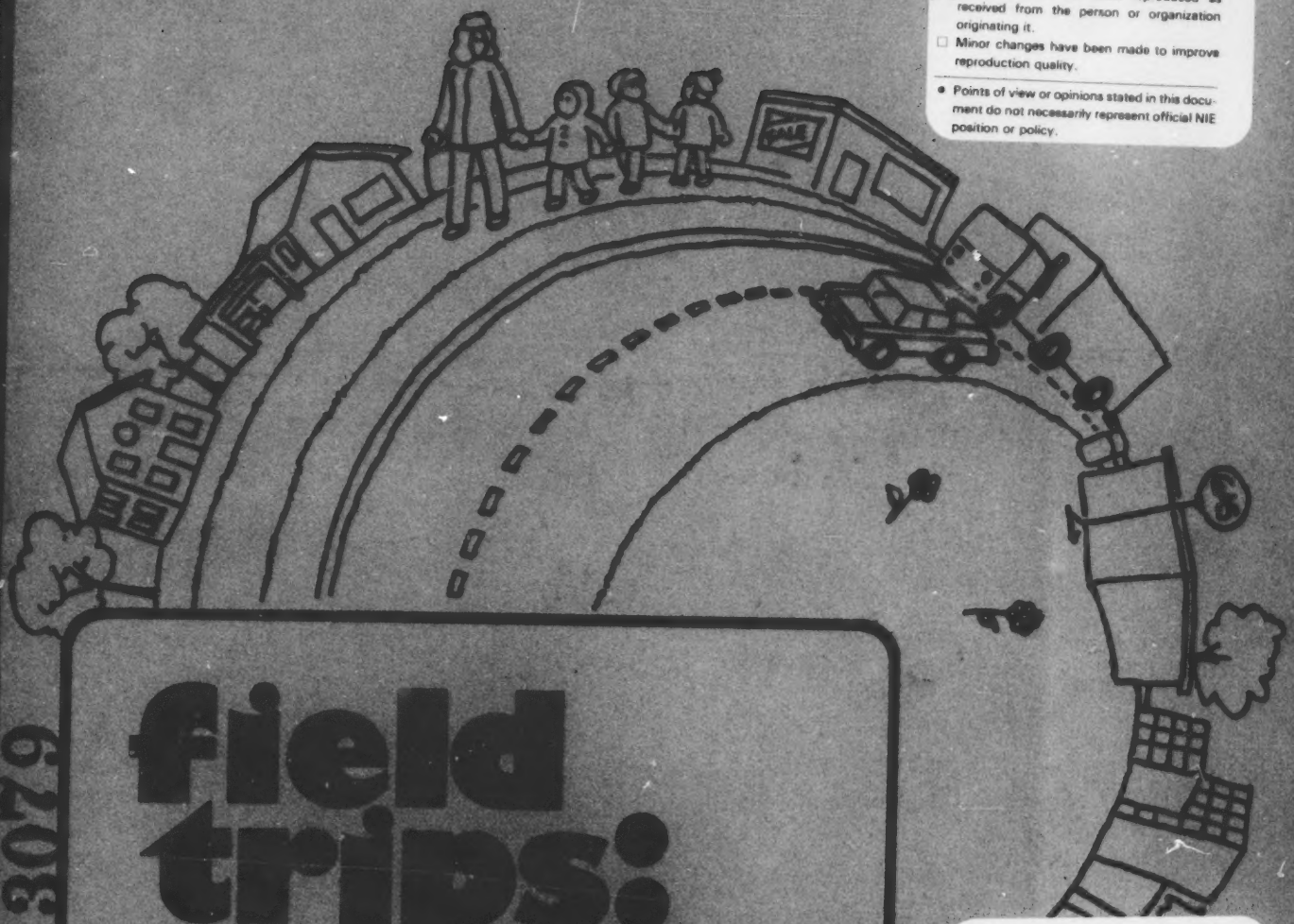

field trips: an adventure in learning

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FIELD TRIPS: AN ADVENTURE IN LEARNING

BY

RHODA REDLEAF

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ACKNOWLEDGEMENTS

It is impossible to give full credit to everyone who has in some way contributed to this Field Trips: An Adventure in Learning guide because many of the ideas and activities included are adaptations of things I've learned from others in workshops and courses over the last twenty plus years. The idea for this guide derived from an earlier publication I wrote with my colleagues Erna Fishhaut and Roger Strand. Some of the articles included here are expansions of items that first appeared in that booklet, which is now out of print. A few additional materials and forms were adapted from those used in Toys 'n Things courses on Field Trips and taught by David Allen, Kathleen McNellis and Ann Beth Tinker.

Many of the fingerplays and verses included in the "Learning Adventure Sheets" come from resources made available by the Minnesota Department of Public Welfare and the Minneapolis and St. Paul public schools' curriculum departments long, long ago.

In addition, there are several individuals who deserve special recognition for their important roles in this final production. I am exceedingly grateful for all their help and wish to express my sincere thanks to:

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INTRODUCTION TO THE TRAINER

This resource book is designed primarily to assist instructors offering courses for child care providers or others involved in early child education. The material is appropriate for a course dealing specifically with learning through field trips or as a part of more general courses, such as "learning activities for young children", or "planning enriched programs".

Although "Field Trips: An Adventure in Learning" is intended to be a resource for trainers (adult educators), there are numerous ways in which the materials can be used directly by child care staff members. Center directors may find it particularly useful for staff in-service training and for assistance in implementing their field trip program. Classroom teachers or family day care providers will find many of the resource materials, such as the "Learning Adventures" section, "Ideas for Trips", and planning outlines, very useful in planning field trips and related activities. Parenting instructors will find parts of the book of interest to parents, particularly the section on learning. Many of the trip and activity ideas can be adapted for use with parent groups.

The material in this resource book is divided into three units, each with a different focus. The training, or course outline found at the beginning of each unit, describes the content to be presented and suggested activities for use in presenting that content to an adult class. Each unit contains supporting material to be used either as information for the trainer or as handouts for class members.* Some of the resource materials are referred to in more than one section of the training outline. The trainer may choose to use the item in either section, or use it the first time it is suggested and review it the second time. Please note that special instructions to the trainer appear in italics in the outlines.

It may be helpful to the user of this resource to understand our rationale in choosing to divide the material into three sections. We are approaching field trips as a total learning experience. For maximum effectiveness, this requires careful planning of the learning or informational content of the trip as well as the logistical details necessary for smooth sailing. Therefore, we feel that courses about field trips need to deal first of all with the learning process itself and the role of field trips in that process; hence, the "Theoretical Overview" with its emphasis on how children learn.

The second unit deals with what might be called the curriculum content of field trips. It includes a large number of activities and resource materials which focus on the content of specific trips, and how each might be used to encourage language development, promote sensory perception, develop problem solving abilities, etc. The focus is on the content of the trip, the related experiences as perceived by the child, and the planning processes adults can use to enhance the total learning experience. Included in this section are eight "Learning Adventure Sheets" which offer suggestions of activities to use before and after trips to make them more meaningful to the children. Because feelings are apt to play an important part in learning, psychological and emotional factors affecting children are also taken into consideration in this section.

The third unit deals with the very necessary, but more mechanical details of planning for trips; such things as transportation, timing, and arranging for extra help. The resource materials include forms, checklists and tips -- all geared to facilitate remembering of essential details. Where appropriate, the resource materials include alternate forms suitable for family day care providers, and for teachers in a center or school program. Materials in this unit are intended to be very practical and immediately usable by caregivers. In contrast, the planning forms and other materials in Unit II are intended to be more thought-provoking, encouraging adults to think about and discuss the learning content of field trips.

Trainers should keep these distinctions in mind when budgeting course time. It is a good idea to gear the course to the interest level of the participants. Some groups may be very interested in the potential learning content of trips, while others may want to focus on mechanics. It is our hope, however, that the type of learning enhancers suggested in Units I and II will help participants become "turned on" to the tremendous learning potential of trips.

This resource book is intended to provide sufficient material for a trainer to teach this course. Should the instructor wish to do some background reading in specific topics or develop a library of resource materials for use by class participents, the annotated bibliography will prove useful. The bibliography includes references for use with each unit as well as some resources specifically useful to caregivers in finding children's books, additional songs, and finger plays to use with various field trip topics.

*The trainer is given permission to reprint all handouts for class participants, provided that credit is given to the source. Permission to reprint for other uses must be obtained from Toys 'n Things.

TRAINER TIPS

1. Try to meet in a comfortable setting.
2. A warm coffee pot is a terrific ice-breaker.
3. Provide name tags to help people know each other.
4. Arrange chairs in a semi-circle to encourage participation.
5. Develop some warm-up exercises.
6. Begin the first session with an introduction of yourself and ask class participants to do likewise.
7. Share bibliography and display any resource books or material during appropriate class sessions.
8. Know the content thoroughly and have materials for learning enhancers assembled and organized ahead of time.
9. Arouse the participants' curiosity, stimulate their imagination, and capture their interest with your opening statement or question.
10. Structure your presentations in a logical sequence using coherent, interesting statements illustrated with concrete examples. Summarize material covered in each session.
11. Plan the right amount of materials for the time available. (This will be difficult at first.)
12. Clearly explain any technical terms.
13. During a discussion: begin with a well formulated question, help class participants focus on the topic of discussion, clarify by rephrasing and summarizing when necessary.
14. Include opportunities for participants to share their experiences with field trips and build on these in a positive manner.
15. Always preview audio-visual materials to develop an appropriate introduction, to formulate discussion questions and to focus group attention.
16. Take a field trip as a group.
17. If you have a limited budget, share the bibliography with your local public library and ask them to purchase specific books.
18. Respect the participants' values and attitudes, but also offer alternative points of view in a non-threatenting manner.
19. If a class participant asks a question and you don't know the answer, admit it and promise to find an answer. Then follow through!

I. THE IMPORTANCE OF FIELD TRIPS: A THEORETICAL OVERVIEW

CONTENT	LEARNING ENHANCERS
A wide variety of experiences increases the learning potential of a child.	Give a short introductory talk about the important role of experiences in children's learning. Use as reference "Field Trips: An Approach to Learning", and "What Is Learning Anyway and What Does It Have to Do With Going on a Walk?"
Trips provide children the opportunity to see something first hand. First-hand experiences usually allow for more effective learning than vicarious ones.	Compare and contrast several first-hand and vicarious experiences. Include examples offered by class members or describe the ice cream sundae example in "Field Trips: An Approach to Learning."
	Divide the class into two groups. Give one group pictures of unfamiliar fruits and some descriptive information about them. Give the other group the actual fruits, knives to cut them, and the same descriptive information. Let each group examine the materials and then describe the fruits to the other group. Compare the level and quality of the information of the two groups. Ask which group feels more knowledgeable about the subject. (Unusual vegetables, nuts, spices, etc. could also be used.)
The role of the caregiver (or teacher at any level) is to provde appropriate and timely information to facilitate learning through experience. This will give the child a broader base of knowledge to use throughout his life.	Divide the class into small groups. Give each group a bag of objects to examine, and these instructions: "For the first 5 minutes each person is to work alone to identify the objects and answer these 3 questions for each object examined: 1. What is the object? (Guessing is encouraged.) 2. How did you decide what is was? (Your thought process.) 3. How did you feel as you were examining the objects?"

CONTENT	LEARNING ENHANCERS

After the participants have examined at least 4-6 items, let the groups talk among themselves and decide what all the items are. After a few minutes of sharing within the groups, circulate among them and answer any questions about what the items are. Be sure all objects get identified.

Re: Preparation of the bags of objects. Each bag should contain 6 to 10 items, each in its own small baggie. Most of the objects should be unfamiliar to the group. (Unusual leaves or dried plants, exotic foods and spices, uncommon rocks, sealife, macadamia nuts in the shell, pearl tapioca, dried seaweed, ginger or other roots, etc.) A few items should be somewhat familiar. (Broken taco shells, spinach noodles, wild rice, ski wax, etc.) One item in each bag should be very familiar (a balloon, a marble, etc.)

Discuss the above experience as it relates to learning with the entire class. Ask the participants to share words they have written in answer to questions 2 and 3. Write their words on the board clustering them informally into three categories that do not yet have headings. Group together the words that refer to:

Sensory Input
looking, tasting,
manipulating, etc.

Organizing Processes
association, memory,
categorizing, etc.

Feelings
stupid, curious,
frustrated, etc.

Encourage the participants to focus on the process they experienced. Discuss which experience the group liked best, working alone or sharing.

CONTENT	LEARNING ENHANCERS
Learning is sensory based, makes use of the organizing process, builds on previous experiences, and is intimately connected to feelings.	Draw some conclusions about how learning takes place and how feelings relate to learning. Summarize and synthesize what group has said. Now, add headings to the categories mentioned above. (Sensory input, organizing processes, feelings). Remember to point out the role of the adult in providing the correct name for objects. Encourage the group to discuss how emotional states may inhibit or enhance the learning process.
Children can learn many things through field trip experiences.	Have the class suggest what they think children can learn on field trips. List responses on the board. Refer to the purposes listed in "Field Trips: An Approach to Learning" and add to the class list, if necessary. Distribute "What Is Learning Anyway, and What Does It Have To Do With Going On A Walk?". To illustrate the role of field trips in enhancing learning, relate the above mentioned responses of the class to the four learning processes in "What Is Learning Anyway, and What Does It Have To Do With Going On A Walk?". Show filmstrip, "Adventures in Learning."

FIELD TRIPS: AN APPROACH TO LEARNING

Trips give adults an opportunity to see for themselves something they have heard or read about. They serve the same function for children, but also its opposite. They give children an opportunity to see for themselves something they will later learn more about in pictures or books or through conversation. Children learn to make sense of the world around them through many different experiences. The greater the quantity and variety of experiences, the greater the learning potential.

Books, pictures, filmstrips and television provide one source of information for children, but it is only two-dimensional and secondhand, and no substitute for the real thing! Young children have limited experiences and understanding of the world. Because of this, they do not have the background or skill to use secondhand sources of information effectively. Think of the differences between seeing a picture of an ice cream sundae and eating a real ice cream sundae. If we've only seen pictures or heard about ice cream, our notion of what ice cream is will be very different than if we've eaten the real thing. It is easy to see that people who have eaten ice cream have a different level of understanding of that concept, than people who've only read or heard about ice cream. The same principle is true for all concepts that children are learning. Children need to use all their senses to gain an undistorted view of the world. The more exposure children have to first hand experiences, the richer their understanding becomes. A look at the world through the eyes of a child can help caregivers find valuable material for learning right under their noses.

The first field trip may well be taken around a familiar room. This trip offers any child from infant to preschooler a chance to notice and learn the names of all the things in the room. Be sure to look at not just toys, but also, furniture, pipes, heat registers, wall and floor composition. For a baby, simple words such as chair, table and window can be mentioned. For older children, more details should be named, such as rocking chair, or leather chair, round table or dining room table, window sill, etc. The next trip might be a further exploration of the house or building; a visit to the kitchen to explore the appliances and pipes, and down to the basement to see where those pipes go. In a day care center, children could visit the office area to look at the machines, special furniture or equipment.

After looking closely at rooms within the house or building, it is time to explore the neighborhood. Every neighborhood contains many opportunities to explore and learn if we are alert to the little things we adults take for granted. There are many common and obvious things that children may never have had explained to them: the way sidewalks are made, puddles and where the water goes, trees and how they change, etc. Every group should pick a favorite tree that they visit once a week in the fall to see how it changes, and then at intervals during winter and spring. The children can contrast "their" tree with another tree down the block. Caregivers can encourage children to touch the tree and feel the different textures, and to smell the sap in the living branches. Houses, cars, people, animals, nature, and much more can all be observed and studied on walks around the block.

From the immediate neighborhood we can move on to the larger community, its services and resources. Lucky is the home or program that is within walking distance of a service station, grocery store or other general shopping area. The world becomes a more accessible "byster" for them. Others may need to use transportation (public, car pool or school bus) to explore their community. Each group must weigh for themselves which parts of the community are most readily available to them. Many caregivers overlook the possibility of public transportation, but going on a bus in itself is an exciting experience for many children. Naturally, safety, convenience and monetary factors must all be weighed in making choices.

The same site can be visited many times, but for a different purpose each time. Each visit becomes an unique experience because of that different purpose. A trip to the grocery store can be taken on one occasion to see how food is organized and arranged, another time to observe what people do and how the store "works." A third trip may be used to put these observations to use by having the children shop for a cooking project. Revisiting a site will allow the children to gain more mature insights because of what has been learned in the interim.

Excursions offer many opportunities to name objects and activities which will in turn have immediate impact on enlarging children's vocabularies. But, in our eagerness to give information, it is easy to overlook the value of asking questions, such as, "I wonder what that squirrel is doing?" or "What do you suppose is in that package the mailcarrier is delivering?" This questioning approach plays an important role in learning. It develops the children's curiosity and problem solving skills. By encouraging children to use clues in their guesses, such as the size of the package, the adult is demonstrating a logical thinking technique. This approach is worth using even though it may produce "silly" answers from children at some developmental stages.

To maximize the value of an excursion, it is necessary to plan preparatory and follow-up experiences, so that the new knowledge can become integrated. Children should be informed of details to look for while on the trip. They can rehearse the trip, thus making them more self-assured. After the trip the children will need opportunities to use the new concepts they've learned and to state in their own words what they've experienced. Listen to what the children say and how they react to the experience. Don't be surprised if they are impressed with something the adults have never even noticed. That's what makes field trips such a rewarding experience for both caregivers and children.

A "field trip" is not just a trip in a bus or car to the zoo, although that is certainly one type of field trip and too often, the only type we think of. A field trip is more a frame of mind - an approach to an experience either indoors or out that focuses attention on inquiry:

- on noticing things in more or less detail depending on the child's age.
- on comparing or contrasting new things to other known or familiar objects or experiences.
- on wondering how things get to be where and what they are and what they do.
- on describing and talking about things seen.
- and on enjoying and learning from our environment.

From this point of view it becomes clear that field trips have a valuable role to play in helping children learn and can serve a variety of purposes including:

- To develop an awareness of surroundings and sharpen observation skills
- To correct misunderstandings and provide new information
- To build vocabularies through concrete experience
- To serve as springboards for group discussions
- To offer new ideas for use in dramatic play
- To increase understanding of seasonal changes, and the role of nature
- To find collections of things to study or for art projects
- To observe the way people live and work and how the community functions
- To provide exercise for growing bodies and minds
- To introduce children to the scientific method of inquiry

and besides all that, THEY MIGHT JUST HAPPEN TO BE FUN!

FIELD TRIPS: AN ADVENTURE IN LEARNING
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WHAT IS LEARNING ANYWAY AND WHAT DOES IT HAVE TO DO WITH GOING ON A WALK?

Children naturally seek out experiences that will expand their understanding of the world and themselves. They are learning all of the time, from everything around them. Their thoughts develop from their interaction with people, objects and events. It is through numerous and varied direct experiences, that children learn to make sense of the world. This active physical and mental involvement works to enhance children's ability to pay attention, to remember and ultimately to understand their world as well as the things they encounter in it. The early learning process can be divided into four components which continually interact and reinforce each other.

1. PERCEPTION: The learning process begins with direct sensory experiences. To learn about something, children must be able to perceive it - to take it in through their senses. For example, the child who is blind is unable to understand the qualities of color. From infancy on, children look at, listen to, touch, smell and taste the things in their environment, in order to learn about them. As they get older, children push, pull, twist, manipulate and actively explore things for the same reason. There are a multitude of things in the environment and no one can pay attention to everything at once. To learn, the child must selectively pay attention to some things, and ignore others. The events most likely to capture a child's attention are those that the child is somewhat familiar with. If a new experience is unrelated to what the child already understands, he may ignore it. Young children and adults frequently pay attention to different features of a situation. Adults can help children sort out the important and unimportant features of a learning situation. They can supply the names of patterns or events to be perceived. Rather than giving children lots of information, adults can teach them to be observant by asking pertinent questions and helping to focus their attention.

2. LANGUAGE: Language is not essential to learning or thinking, but it can aid the process. The development of language helps a young child think, and developing new ways of thinking helps the child learn language. When a child learns the name of an object, he is forced to attend to the features that distinguish that object from others. Young children first learn to understand words that name specific objects or actions. Words that represent concepts or conditions (big, round, soft) rather than objects, present more difficulty to the child and only become understood through repeated exposure to that concept in a variety of contexts. Hardest of all are the words that are used to relate objects to each other such as underneath, behind, etc. Children who have learned the names for relationships are better prepared to solve problems than other children. Adults can aid this process by providing children with many opportunities to talk and to listen. They can supply new vocabulary and encourage children to generalize, and state things in their own words. Adults can provide good examples of language every time they speak to children.

3. MEMORY: Memory affects learning. Learning of new information is related to what the child already knows. New information is compared with things that are familiar to the child, thus understood and stored in memory for further use. The more a child understands, the more new information he can learn and remember. Generally speaking, older children have better memory skills than younger children and can therefore learn and retain more readily. Because young children have a limited ability to absorb and recall new information, repetition is useful until the new thing is learned. The repetition can be in the form of repeated exposure to the same new material in several different forms or ways. Young children generally remember if they are actively involved in what is to be learned. Children can be encouraged to recall new experiences by pretending to be something they have seen, felt, heard, touched or smelled. Children also remember new information better if it is organized in some manner. In short, the development of memory skill can best be facilitated by encouraging children to actively explore the world around them, presenting new information in small doses and repeating it in a variety of contexts, and by providing "bridges" that link new and old information.

4. LOGICAL THINKING: Children can, and do, learn without any formal teaching. The rate of the development of logical thinking varies, depending on the child and the experiences the environment offers, but all children progress through stages of thinking in the same sequence. This popular theory, developed by Jean Piaget, suggests that young children are unable to comprehend logical principals. Piaget believes that older children do not simply know more, but that they think in different ways than young children. Children learn best when they are ready to learn, and understanding develops from the active manipulation of materials and the observation of resulting changes. Piaget does not believe it is possible to speed up the development of logical thinking, but his theory suggests that offering a variety of opportunities to practice new concepts will enhance the child's breadth and depth of understanding at each stage. Adults can help children organize what they know into logical groupings. Specific skills develop slowly, as the children experience and practice them and use them in their world of play.

Direct experiences with real things in the outside world (sometimes called field trips) play an important role in this continually interactive process of children's learning. As the children walk along it is important to:

- emphasize the sensory experiences around them by touching the grass and bark, smelling the flowers, listening to the cars and the wind;

- name the things they are seeing and talk about them in detail, such as the colors and shapes of different leaves, the parts of the houses, the signs along the road;

- help the children recall the things they've seen before and how these relate to things they are seeing now, like shrubs that resemble an evergreen tree they've seen, or a collie who has longer hair and is bigger than the poodle they know;

- encourage thinking about how and why things happen by wondering what the squirrels are doing running up and down the oak tree and why there are so many leaves piling up on the ground in fall.

The learning process is greatly influenced by the child's attitudes and feelings. Children who have had some successes and feel self-confident will better be able to cope with new learning situations. Feelings about learning are also influenced by relationships with others. Children who feel they are liked and valued as people will want to become involved in learning. Adults can support children's learning by paying attention to their efforts, treating their questions with respect and giving encouragement and approval. They can help children learn to cope with disappointment, frustration and failure, since true learning will always include periods of failure on the road to mastery.

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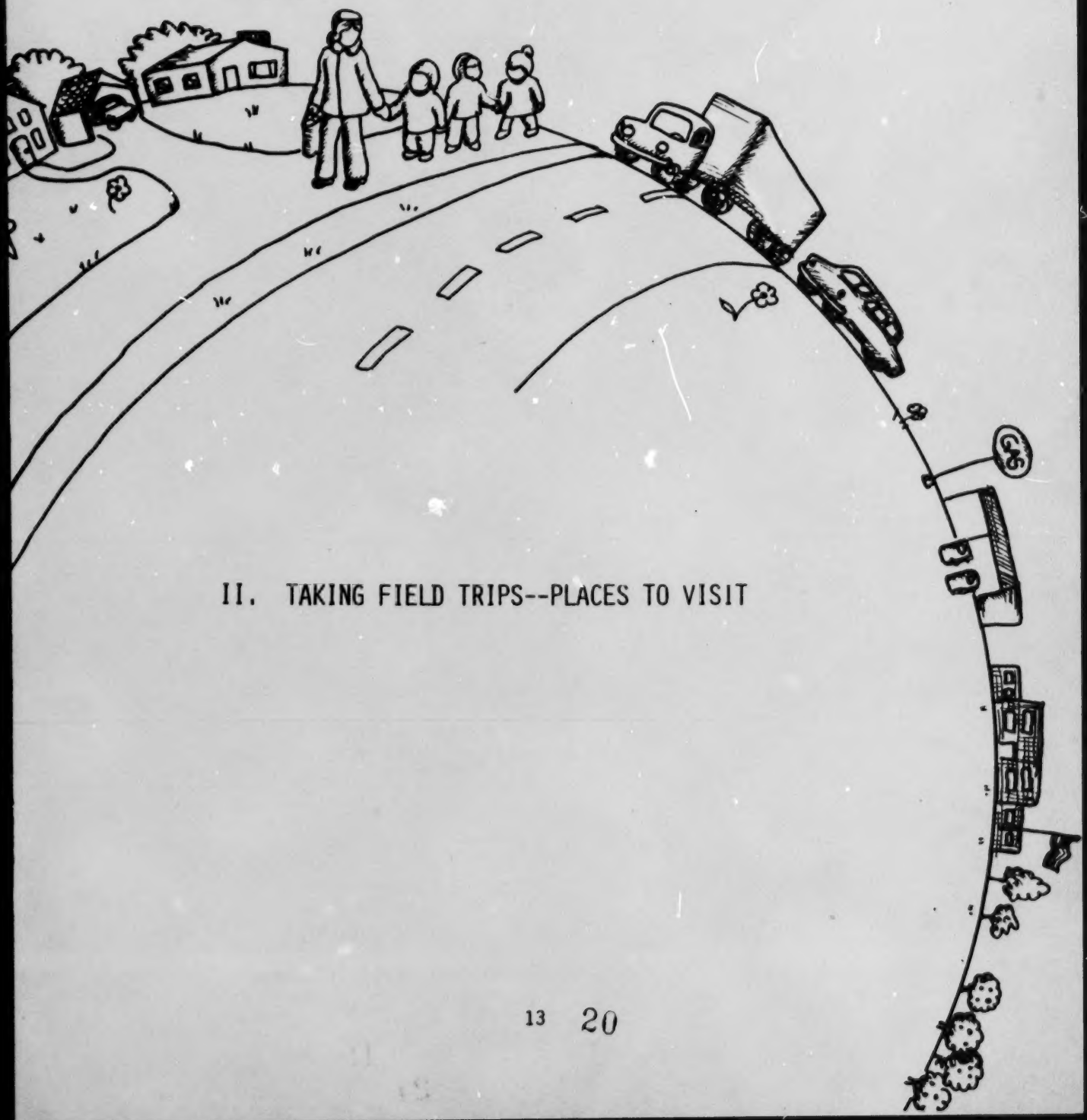

II. TAKING FIELD TRIPS--PLACES TO VISIT

II. TAKING FIELD TRIPS--PLACES TO VISIT

CONTENT	LEARNING ENHANCERS
The first trip can be taken by exploring a familiar room, carefully examining all features of the room and its contents. Then other parts of the building can be included for further exploration.	Demonstrate this concept of a field trip around the room, by role playing, using a class member volunteer as the child. Walk around the room and adjacent areas taking turns pointing things out to each other. Call attention to texture of wall covering, flooring, room fixtures, etc. seeking out things which aren't usually noticed by adults.
Next it is time to explore the immediate neighborhood.	Send the participants on a walk around the block to list things that would be of interest to a child. Discuss the lists they bring back. Distribute the "Wonderful World of Walks" and discuss specialized walks. Ask the participants to think of words related to houses. List the words on board and discuss the importance of expanding vocabulary as a way to reinforce language learning through walks. Refer to the Learning Adventure entitled "House Walk" for suggestions.
Finally, trips can be made to many different places in the community or community resources can be brought to the children.	Ask the participants to suggest places to visit. After the discussion, distribute "Places to Visit" and "Trips in Reverse." Ask the participants to suggest specific local examples for each category on each sheet.
The same site can be visited more than once, for a different purpose each time.	Ask participants to think of several purposes or goals which could be applied to trips to the grocery store.
The topic related to a specific field trip should be introduced ahead of time in informal ways to help children become familiar with words and concepts associated with the place to be visited. Follow-up activities should reinforce learning.	Divide the participants into small groups. Give each group a specific field trip site and ask them to brainstorm words related to that site, to decide on the purpose of the trip, and to plan one or two introductory activities and some follow-up activities related to the trip. Have the groups share their ideas. Refer to the "Learning Adventure Sheets" to expand the discussion.

CONTENT	LEARNING ENHANCERS
It is important to prepare for trips: psychologically and emotionally, as well as intellectually. Change can produce anxiety for some children; planning and support can help children experience "trips" successfully.	Distribute the hand out "Hints for Happier Trips", and review the information and suggestions offered. Ask the class to suggest ways of preparing children for change. In reference to the trips planned above, list on board and discuss any potentially frightening experiences and ways of preparing children
Planning ahead will help to identify the opportunities for learning before, during, and after a trip and serve to enhance the total learning experience.	*Assignment: Have the participants complete a "Learning Plan for Field Trips" for a potential field trip using the questions and information in "Learning Through Trips" as a guide. Pay special attention to the kinds of questions adults will raise during the trip. This plan form is a good place to record questions and experiences to emphasize during the trip, as well as to record general introductory and follow-up activities. Assignments may be shared with others in class either in small groups, in the form of presentations to the whole group or in printed form.*
Field Trips can be used as a central focus for program activities for children.	Distribute "Learning Adventure Sheets". Discuss relevant trips and activities to use with them. Compare the adventure sheet suggestions with the ideas generated by the group.

THE WONDERFUL WORLD OF WALKS

TAKE AN AFTER THE RAIN WALK to float objects in little riverlets, to watch the water run down the sewer, to notice the puddles. Wonder why some spots have puddles and others don't!

TAKE A SPRING GROWTH WALK to look for all the different signs of life appearing from the ground and on bushes and trees. Notice how the grass is changing and what people are doing outdoors. Bring some budding branches back from the walk so you can watch them flower. Wonder aloud how and why things are growing.

TAKE A WINDY DAY WALK to observe what the wind does. Take along pinwheels, streamers, ribbons or flags to make the wind more noticeable. Wonder where the wind comes from.

TAKE A WHAT HAPPENS ON OUR STREET WALK to notice the comings and goings of vehicles and people, and to speculate about what they might be doing. Plan the time of the walk so that you can observe some regular deliveries like mail, milk or UPS. Wonder what is in a package being delivered.

TAKE A LOOKING AT SHADOWS WALK to notice shadows and their relationship to the sun. Take walks at different times of the day to see what happens to the size of the shadow. Notice the position of your shadow as you change direction in going around the block. Outline shadows with chalk and come back to look at them later. Look for the shadows of trees and bushes, etc. Look for shadows throughout the year to note changes. Wonder where shadows go on cloudy days.

TAKE AN ANIMAL LIFE WALK to notice the different kinds of living creatures on our block. Besides dogs and cats, don't forget insects, birds, squirrels and all varieties of animal life, including people. Notice how many legs each has and how they move. Discover where they live and what they eat. Collect some insects to observe or identify in bug books on your return. Wonder if insects ever get angry.

TAKE A WHAT GOES ON WHEELS WALK to look at all the things on wheels, including cars, trucks, bikes, trikes, wheelbarrows, doll buggies, strollers, wagons. Count the number of wheels each has. Observe the composition of the wheels. Wonder if wheels need to be round; or would triangular wheels work just as well?

This kind of wondering and the offering of simple and sometimes imaginative explanations that accompany it has an important role to play in the child's development. Besides developing the children's awareness of the world around them, it offers good training in the areas of logical thinking, reasoning, and association skills which come to be important abilities much later. This early introduction to and practice with the "scientific method" delights most young children as long as it is kept quite simple and fun. All speculations should be welcomed and encouraged - the imaginative and logical alike - it's never too early to encourage curiosity, creative thinking, and interesting conversations! In addition, each child's answers will reveal a great deal about that child's understanding of the world. The perceptive adult will pick up on and use that information to help clarify and broaden that child's understandings.

TRIPS IN REVERSE: RESOURCES THAT COME TO YOU

Every community boasts a large number of untapped resources, people who might be willing to share some experience with young children. To find out what is available in your community all you have to do is ask:

FAMILY RESOURCES

Hobbies (parents may be able to demonstrate a variety of handicraft activities from macrame, to whittling, to cooking special foods or sharing collections)
Talents (musical instruments, singing, dancing)
Ethnic costumes or cultural items, slides from travels
Pets
Jobs parents do
Babies and other siblings
Grandparents

COMMUNITY RESOURCES

Dairy Council, county extension service agent
Firefighter and fire engine
Police Officer and police car
Hospital or health personnel (nurse, lab technician, dentist, doctor)
Repair people (electrician, plumber, etc.)
Community service groups (scouts, etc.)
Arts group (theater, music)
Library
Reporter and photographer (newspaper, television)
Pet store personnel
Naturalist from park, forest ranger
Service people (milk delivery person, mail carrier, etc.)

* Ask the parents with whom you have contact, either personally or by a questionnaire that specifically asks about work, hobbies or interests they'd be willing to share. Include inquiries about grandparents or siblings who may have things to share.
* Ask the school personnel in your area either by letter or personal contact.
* Ask the people who work in some of the community agencies mentioned above either by letter, phone call or personal contact.
* Ask the community at large through a letter or article in your local newspaper. Put a notice on the bulletin board at the grocery store or your local community center.
* Arrange for a short orientation for these visitors to let them know what to expect from preschoolers and to confer with them about their presentation to make sure it's at the right level - not too long, too complicated or too scary for the group.

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PLACES TO VISIT

NATURE CENTERS

Camp site, woods, rock formation, small caves, mountains
Arboretum, botanical garden, fountain, waterfalls
Planetarium, science and natural history museum
Zoos, university animal barns
Marsh and pond area, stream and lake shore, beaver-made dam, ocean
Fish hatchery, wild life preserve
Neighborhood garden (flower and/or vegetable), nursery, greenhouse
Food producer (orchard, pumpkin patch, berry patch, poultry farm, dairy farm, egg hatchery)
Local, county or state parks

COMMUNITY RESOURCES

Playground, recreational areas
Library, post office, fire station, police station, community center
Telephone company, newspaper publisher
Art and other special interest museums, historic houses or old buildings
Hospital or clinic (doctor, veterinarian, dentist, optometrist)
Bank, office building
Government building, city hall, courtroom, county court house
City maintenance building
Train depot, railroad yard, airport (small and large), harbor (marina or boat docking area), bus terminal
Church, synagogue, mosque
Schools (elementary, junior high and high schools, vocational schools, special resource departments within public schools)

LOCAL BUSINESS/MANUFACTURING AREAS

Food processor (peanut butter, potato chips, candy, noodles, etc.)
Grain elevator, paper mill, lumber mill
Canning plant, dairy plant, brewery or bottling plant
Publishing (college or vocational school printing department)
Building materials suppliers (who make cement blocks, bricks, etc.)
Toy manufacturers

STORES AND SERVICE AREAS

Supermarket, fish market, butcher shop, ethnic grocery store
Bakery, candy store (candy made on premises)
Open air market, florist shop
Laundromat, laundry, cleaners
Service station with mechanic, tow truck, car wash
Restaurant, fast food kitchen
Beauty or barber shop
Lumber yard, cabinet shop, electronic shop, hardware store
Paint and wallpaper store, plumbing supply store
Furniture store, clock store, musical instrument store
Automobile dealership, farm implement dealership
Repair shops (T.V., appliances, motors, shoes, etc.)
Pet shop
Ethnic specialty shop, sporting goods store, arts & crafts or hobby shop
Printer, photography shop, photographer
Office

OTHER

Local college (football field, stadium, gym, tennis court, pool, audio-visual department, dormitory, labs, interesting buildings, music department, furnace plant, auditorium and stage, bookstore, cafeteria)
Place with an unusual collection, artist at work, art studio
Theatre, television station, radio station
Hotel, motel, apartment building
Tall building, unusual building (orchestra hall, stadium, armory, arena)
Gravel or sand pit, scrap yard, city dump
Bridge, dams and/or lock
Teacher's house, neighborhood houses of different types
Military base or service unit
Construction site (building, sewer, highway, bridge)
Service site (garbage or snow removal, tree cutting, street cleaning, utility and telephone repair)
Special display in community shopping area

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HINTS FOR HAPPIER TRIPS

1. *Preparation for each trip should be made before-hand through the use of books, pictures, films or filmstrips, songs, finger plays and group discussions.* Children should be exposed to and become familiar with the words associated with the trip and the types of things they will see. A good planning technique is to take a few minutes to write down all the words associated with the trip site that you can think of. Choose a dozen or so that you are going to emphasize before the trip, during the trip, and afterwards. The actual announcement of a forthcoming trip shouldn't be made too far in advance because of the young child's limited understanding of time.

2. *Dramatize, through a rhythmic activity or "home made" story, the actual process of going on a trip.* Detail such things as getting on a bus or in a car, sitting on the bus, looking out the window, getting off the bus, holding partners' hands and walking in a group to the destination, meeting the people at the trip site, the noises children might hear, going back to bus or car, returning to school or house, etc. This trial run helps the children understand what will happen and makes the actual process more meaningful. It also reduces the anxiety involved in leaving a familiar setting and going to an unknown one.

3. *When going to a special place, plan the trip carefully with the person in charge of the place you will be visiting.* It is best to visit the site and learn the type of information the children will be getting and what they will see. Find out what you can do and what the resource person at the site will do. Alert that person to the nature of young children. Make sure the information is age appropriate and that children will be able to see things in small groups. Discourage people from giving long lectures to young children. Notice the physical set-up, i.e., where the bus should stop or you should park, what door to come in, bathroom locations, good places for regrouping, etc. The more familiar you are with the site, the more you can help make the introduction and on-site comments suitable for your group.

4. *If necessary, arrange for extra help on the trip.* When establishing the adult-child ratio, consider the ages of the children and their personalities. Keep in mind that children can get much more out of a trip if they can talk about it with an adult and get answers to their questions. This requires added attention and help. Make sure you have given each helper some orientation. Let them know the specific purpose and objectives of this trip and what they will be seeing enroute to talk about.

5. *Let parents know about the trip both before and after.* Permission slips or a note about the proposed trip, date and time are necessary. After the trip a newsy note home on what the children have seen helps parents reinforce the experience. Encourage parents to come along on trips as this helps parents learn what to point out to children. It also helps the child feel more secure, and allows the parent a meaningful way of helping and participating in the child's day care experience.

6. *Remember that children who are anxious in new situations and accept change reluctantly are apt to find a trip frightening or may not want to go.* Such children need extra support, comfort and individual attention on trips. These children should be with the teacher, caregiver or a familiar adult. It is wise to consider inviting the parents of these children along, to help insure a smooth experience, especially in the beginning. Volunteers should be alerted to watch for signs that a child is becoming anxious and to physically comfort him. It is not a good idea to undertake trips of any distance the first few weeks the children are with you. Give them time to become thoroughly familiar with their new setting and with you before venturing too far away.

7. *Trips provide a wealth of new experiences, but new experiences can sometimes be frightening even to the most well-traveled child.* Whenever possible anticipate sound and/or situations which might frighten the children. Prepare them by talking about it and/or dramatizing it in advance. For example, "Some animals make loud noises. Let's all oink as loud as we can to see what it might sound like at the farm." These things can be done in the home or classroom and again enroute to the site. Discuss what to do if the sound occurs, i.e., cover ears, or laugh, or jump three times or all of these. All of these activities will help prevent tears and fright which could mar the entire trip. Although it is not possible to guess ahead of time what may prove frightening to a particular child, it is worthwhile to identify some potentially frightening aspects and think of ways to prepare the children for them.

8. *Following a trip be sure to allow plenty of time for discussion as well as a dramatic play situation related to the trip.* Children assimilate new knowledge by using it in play. Thus follow-up activities become an important part of the learning that can occur through field trips. Try to bring something back from each trip that can be used in follow-up activities. Keep some appropriate souvenirs or pictures of the trip to refresh the children's memories about it later on. Bring along a camera and take pictures to display later on a bulletin board or for use in a home made story about your trips.

A carefully planned and executed field trip program can enrich the children's learning and broaden their horizons. Without careful planning and follow-up, however, many of these learning opportunities are lost.

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LEARNING THROUGH TRIPS

I. MAKING THE EXPERIENCE MORE MEANINGFUL. Any experience that a young child has, will make a deeper impression and last longer if it is reinforced. There are a number of simple techniques for doing this. These techniques will also make the trip more enjoyable, and the children will be more easily guided on the field trip. When preparing for a trip, ask yourself:

A. What things are the children already familiar with which relate to the new ideas, concepts and experiences they will be exposed to?

B. What ways are there to act out or dramatize the experience before and after the trip?

C. What opportunities will I have, or can I make, to talk about the experience with the children before, during, and after the trip?

D. How can I encourage the children to talk about the experience before, during, and after?

E. In what ways can I expect the children to show their interest, reactions, or excitement on this particular trip? What can I do to reinforce these feelings?

F. What secondary images (photographs, television, movies, books, displays) are available to reinforce the experience?

G. What related experiences can I plan before and after the trip?

II. GUIDING LEARNING. Although all of us can immediately think of one or two potential learning experiences for every field trip, there are always many more hidden possibilities; and some child is bound to bump into one. Prior thought will prepare us to respond immediately to the child's discovery in a manner that builds on his spontaneous interest.

A. What kinds of sensory experiences are available on this field trip?

B. What opportunities for large and small muscle development and coordination exist?

C. What concepts or associations can be developed during the trip?

D. What opportunities for developing communication skills exist?

E. What problem solving opportunities exist?

F. What opportunities for creative activities exist?

G. What new social experiences will the children have and how can we plan to make them healthy experiences?

H. What opportunities for expression of feelings exist?

FIELD TRIPS: AN ADVENTURE IN LEARNING
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LEARNING PLAN FOR FIELD TRIPS

Walk or Trip Site_____

Ages of Children_____ Time of Year_____

	Before	During	After
Sensory			
Motor			
Concepts			
Language			
Problem-Solving			
Creative Activities			
Social			
Emotional			

How does this experience relate to the other things you are doing with the group?
How will you plan for specific needs or interests of individual children?
What are you learning?

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LEARNING ADVENTURE

AFTER-A-RAIN WALK

PURPOSE

To notice the changes that water causes on sidewalks and dirt.

To observe where water goes.

To learn about puddles.

To observe worms.

To notice effect of rain on trees in spring, fall.

To float twigs in little rivulets of water.

To look for rainbows.

VOCABULARY

Rain, thunder, lightning, clouds, fog, damp, drizzle, shower, rainbow, puddle, moisture, evaporate, absorb, earthworm, mud, sewer, drain, storm, umbrella, raincoat, water repellant, soak.

INTRODUCTORY ACTIVITIES

Read Where Does the Butterfly Go When it Rains by May Garelick. Ask the children where they think the butterfly goes when it rains. Ask the children what they've noticed about rain; what happens to trees, grass, etc. Make a list of questions about rain to investigate on your walk.

Do an experiment with water using an eyedropper and a variety of materials such as stones, feathers, grass, leaves, etc. Drop water on the objects and observe what happens. Discuss what happens to the water and the materials. Plan to go outside to see more things after a rain. Notice where puddles have collected on your walk.

FOLLOW-UP ACTIVITIES

* Talk about the walk. Let the children share their experiences.

* Put water in a pie tin. Let it sit out for a few days. Observe what happens. Discuss evaporation.

* Return to see a puddle later or the next day.

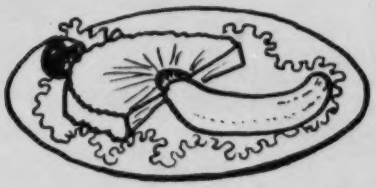
* Make a large rainy day mural using a variety of materials (cotton for clouds, fabric for raincoats and umbrellas, clear plastic for puddles, silver rick-rack for lightning, styrofoam squiggles painted brown for worms.

* Discuss rain and storms and make a book about weather.

* Do experiments with water and different materials to see what happens (sugar, dirt, etc.).

* How about making rain? Heat water in tea kettle till it whistles loudly. Hold a cold plate over the spout. Open the spout so steam hits the cold plate. When lots of drops have formed on plate, let children feel it and talk about how it feels. If the plate got really full of drops what would the drops do?

* Have an umbrella salad for lunch or snack. Cut a slice of canned pineapple in half. Make stem by cutting bananas in half and slicing the long way. Put maraschino cherries on top of pineapple (in center) to decorate umbrella.



* Make up a pro and con list about rain. Have children give you answers to fill in.

* Ask the children why it rains; what would happen if there were no rain.

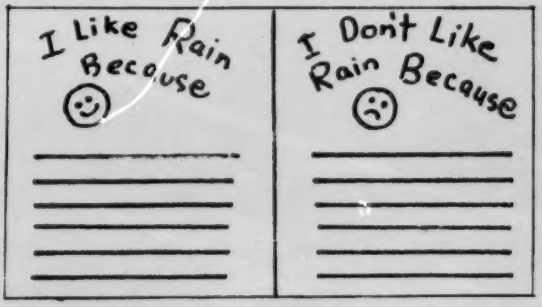
* Drop water from an eye dropper onto different fabrics. Discover which fabrics offer good protection from water and would make a good raincoat.

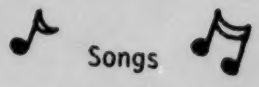
* Make umbrellas out of egg cartons and pipe cleaners (like upside down tulips). Hang on tree branch or on bulletin board.

* Experiment with some tree branches or plants or grass. Give some water, let others dry out and see what happens. Talk about what to do for growing things if it doesn't rain.

* Dig in the ground for worms on a hot, dry summer day and again after a heavy rain. Wonder why the worms are easier to find after rain? Talk about who uses worms and when would be a good time to look for them.

* Take some things outside to float in the puddles and little streams formed after a rain. Notice which things float and which don't. (Take along twigs, bits of wood, styrofoam, nails, bottle caps, pennies, etc.) Collect the things that float in one container and the things that don't in another. Write a little story about the experiment after you get inside and guess what makes things float.





Songs

*Rain and Thunder** (to the tune of "Frere Jacque")

Rain and thunder, rain and thunder,
Boom, boom, boom; boom, boom, boom,. (Clap hands)

See the flash of lightning,
Oh, my, it is frightening,

Boom, boom, boom; boom, boom, boom. (Clap hands)

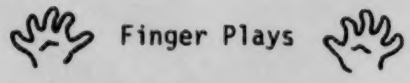
*Rain is Falling** (to the tune of "Twinkle, Twinkle, Little Star")

Pitter, patter, little drops,
Rain is falling, never stops.
On the windows and the roofs,
Like the sound of little hoofs,
Pitter, patter, splash the drops,
The raining noises never stop.

Eensy Weensey Spider, from Singing Fun, Lucille Wood and Louise Scott, Webster Publishing Co., 1954.

It's Raining It's Pouring, *It's Raining on the Town*, *Puddles*, from Songs for the Nursery School, Laura Pendleton MacCarteney, Willis Music Co., 1937.

Japanese Rain Song, from Sing a Song, Lucile Wood and Roberta MacLaughlin, Prentice Hall, 1960.



Finger Plays

A Rain Story

Pitter, patter, pitter, patter, (Use fingers on table or floor to make sound.)
Hear the raindrops say,
But if a sunbeam should peep out, (Touch fingers overhead to make rainbow.)
They'd make a rainbow gay.

Rumble, rumble, rumble, rumble, (Move fist and let knuckles make rumble sound on table or floor.)
Hear the thunder say,
Soon the clouds will be all gone, (Move hands behind back.)
And we'll go out to play.

*Words by Rhoda Redleaf.

Rain

Pull up the curtain,
Look out of doors,
Hear how it's thundering,
See how it pours!

Lightning will show,
Like a claw in the sky,
And there'll be a rainbow,
I think, by and by!

Thunder

Black clouds are giants,
Hurrying across the sky,
And they slip out bolts of lightning,
As they go racing by.

When they meet each other,
They shake hands and thunder,
How-do-you-do, how-do-you-do,
HOW-DO-YOU-DOOOOOOO.

Bartlett, Margaret F. Where Does All the Rain Go? Coward, 1974.

Branley, Franklyn. Rain and Hail. Crowell, 1963.

Carrick, Donald. Drip, Drop. Macmillan, 1973.

Darling, Lois and Louis. Worms. Morrow, 1972.

Edwards, Dorothy. A Wet Monday. Morrow, 1976.

Foster, Joanna. Pete's Puddle. Harcourt, Brace, Javanovich, 1950.

Garelick, May. Where Does the Butterfly Go When it Rains. Addison-Wesley, 1961.

Goudey, Alice. Good Rain. Dutton, 1950.

Lukesova, Milena. The Little Girl and the Rain. Harper & Row, 1978.

Morgan, Shirley. Rain, Rain Don't Go Away. Dutton, 1972.

Parsons, Ellen. Rainy Day Together. Harper & Row, 1971.

Scheer, Julian. Rain Makes Applesauce. Holiday House, 1964.

Shulevitz, Uri. Rain, Rain Rivers. Farrar, Giroux & Straus, 1969.

Tresselt, Alvin. Rain-Drop Splash. Lothrop, 1946.

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LEARNING ADVENTURE

HOUSE WALK

PURPOSE

To look for different types of houses.

To learn about the parts of a house.

To notice construction materials used to build houses.

To observe the areas surrounding houses.

VOCABULARY

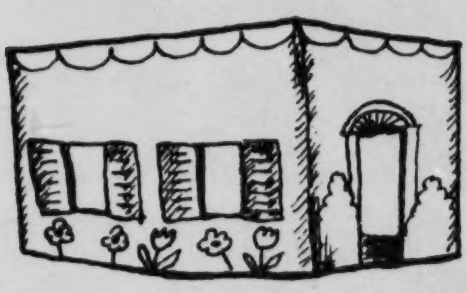
Apartment building, single-family home, duplex, ranch-type, two-story house, foundation, blueprint, walls, roof, window, door, shutters, chimney, porch, yard, fence, gate, shingle, brick, stucco, stone, wrought iron, concrete blocks, wood, corbelling, doorbell, light, gutters, soffits, t.v. antenna, clothesline, hose, sprinkler, garden, shrubs, sidewalk, black-top, garage, mailbox, driveway, patio.

INTRODUCTORY ACTIVITIES

Have the children tell you about their houses and bring in pictures of their house or apartment if possible. Make up a booklet telling something about each child's house. There will be lots of things they haven't noticed about their own houses and you might suggest going on a walk to see how the houses nearby are similar to or different from their houses. Ask children what houses are made of. Ask the children if animals live in houses and why houses are necessary.

FOLLOW-UP ACTIVITIES

* Talk about the walk. Let the children share their experiences.
* Make houses out of large cartons. Cut windows, doors and decorate.



* Use felt shapes to make houses on a flannel board. Discuss the parts of a house.
* Look up houses in other lands in a picture encyclopedia.
* Show the children a blueprint. Help them make a blueprint of a dollhouse.
* Talk about each child's house in more detail. Ask the children what they like best about their houses. Notice any differences from previous discussion. Make additions to booklet.

* Display samples of wood, brick, stucco and other materials used in building. Talk about the weight and texture of the materials.

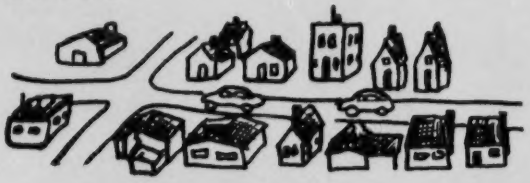
* Make a class mural of children and their houses. Have each child draw a picture of his/her type of house and put each child's name over the house.

* Make a real-life matching game using snapshots of children and their houses.

* Redecorate the housekeeping area. Make pretend wallpaper out of Kraft paper by printing designs or patterns on the paper or by cutting up samples from wallpaper books and paste to a screen or cardboard box to use in the area. Add curtains or other suitable touches.

* Build houses and garages with unit blocks.

* Cover a small table with oilcloth. Make roads with masking tape. Provide a village set or small blocks and cars.



* Set up a bulletin board display matching animals and people including those from other lands and types of houses they live in. Use string yarn, or wire as tie lines to connect those that go together.

* Invite any parents who work in construction, architecture or decorating to come and tell how they work with houses.

* Read the story of the Three Little Pigs and have the children dramatize it.

Finger Plays

*Three Houses**

A little house, a medium-size house,
And a great big house, I see.

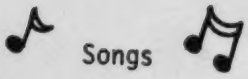
Shall we count them?
Are you ready? 1, 2, 3.

(Make small house shape using two hands. Join thumbs to form floor, hands form walls, bend fingers to touch each other for roof shape. Move hands apart for medium-size house, and way apart for great big house. Repeat motions are you say "1, 2, 3.")

A Good House

This is the roof of the house so good, (Put finger tips together and form roof.)
These are the walls that are made of wood. (Hands straight, palms parallel.)
These are the windows that let in the light, (Use thumbs and forefingers.)
This is the door that shuts so tight. (Hands straight side by side.)
This is the chimney so straight and tall, (Put arms up above head.)
Oh! What a good house for one and all. (Repeat first motion.)

*Words by Rhoda Redleaf.



*Oh Do You See the _____ House** (to the tune of "Do You Know the Muffin Man")

Oh do you see the apartment house,
the apartment house, the apartment house,
Oh do you see the apartment house,
on the corner of our block.

(To sing as you go walking along. Fill in with all the things you are seeing.)

Oh yes, we see the apartment house
the apartment house, the apartment house,
Oh yes, we see the apartment house,
at the corner of our block.
(It's built of wood and rock.)

Other verses:

Oh do you see the yellow house . . . as we walk down the street.
Oh yes, we see the yellow house . . . it's shutters look so neat.
(mailbox, windows)

Oh do you see the stucco house . . . as we walk down the street.
Oh yes, we see the stucco house . . . it's flowers look so neat.

*Our House Has Many Rooms** (to the tune of "Farmer in the Dell")

Our house has many rooms, our house has many rooms,
Hi-ho the merry-o, our house has many rooms.

Our house has a living room . . . we sit there you know.

Our house has a bedroom . . . we sleep there, you know.

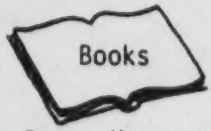
Our house has a kitchen . . . we cook there you know. Etc.

How Many People Live at Your House, from Singing Fun, Lucille Wood and Louise Scott, Webster Publishing Co., 1954.

Knock at the Door, from Songs for the Nursery School, Laura Pendleton MacCarteney, Willis Music Co., 1937.

Let's Build a House, from Sing a Song, Lucille Wood and Roberta Maclaughlin, Prentice Hall, 1960.

*Words by Rhoda Redleaf.



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Green, Mary McBurney. Everybody Has a House. Young Scott, 1961.

Haberman, Mary Ann. A House is a House for Me. Viking Press, 1978.

Harper, Anita. How We Live. Harper & Row, 1977.

Krauss, Ruth. Very Special House. Harper & Row, 1953.

Le Sieg, Theodore. In a People House. Random, 1972.

Lionni, Leo. Biggest House in the World. Pantheon, 1968.

Miles, Betty. House for Everyone. Knopf, 1958.

Oppenheim, Joanne. Have You Seen Houses. Addison-Wesley, 1973.

Pope, Billy. Let's Build a House. Taylor, 1975.

Sandberg, Inger. Boy With Many Houses. Delacorte, 1970.

Scarry, Richard. My House. Western, 1976.

Shapp, Martha and Charles. Let's Find Out About Houses. Watts, 1975.

Skorpen, Liesel. We Were Tired of Living in a House. Coward, 1969.

The Three Little Pigs. (Author unknown.) Illustrator: Garth Williams. Golden Press, 1958.

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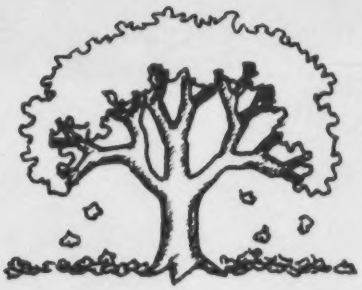
LEARNING ADVENTURE



TREE WALK

PURPOSE

To notice the different characteristics of trees.

To learn about parts of trees.

To collect leaves, twigs and dried weeds.

To observe seasonal changes.

To observe creatures whose homes are trees.

VOCABULARY

Leaf, trunk, shade, bark, branch, twig, bud, acorn, seeds, nuts, fruit, roots, deciduous, coniferous, evergreen, birch, maple, oak, needles, pine cones.

INTRODUCTORY ACTIVITIES

Put leaves, nuts, etc. on a low table along with a magnifying glass and some books about trees. Ask the children questions about some of the items. Use magazine pictures of different kinds of trees at different seasons to stimulate discussion: "Do trees look like this now?" "Do we have trees like this near us?" "Shall we go look?"

FOLLOW-UP ACTIVITIES

* Talk about the walk. Let the children share their experiences.

* Make sponge painting pictures of trees. Trace around the child's arm and hand to form the trunk and branches. Color with brown crayon or chalk. Dip small pieces of sponge into yellow, red, orange or green paint and press on paper to form leaves.

* Make leaf rubbings by placing a piece of paper over a leaf. Rub the paper with the side of a crayon.

* Make a collage of twigs, nuts, leaves, etc. found on the walk.

* Bring in a large branch of a tree. Place in a coffee can of sand. In the fall make colored leaves to hang on the branches. In the winter hang paper snowflakes on the tree.

* Provide cut paper trunks and branches to make tree pictures. Let the children tear paper scraps for leaves.

* Collect different kinds and colors of leaves, two of each. Cover them with clear contact paper and let the children sort and match the leaves.

* Let the children dramatize the growth of a tree from a seedling in the ground to a tall tree.

* Write a short story about what the children saw on the walk.

* Discuss tree products such as timber, paper, toothpicks, etc. Discover items in the room that are tree products. Set up a display area featuring trees and their products; collect different samples of bark, wood scraps and small items made from wood.

* Make a large mural, bulletin board or a chart on posterboard matching trees with their leaves and fruits/nuts. Colorful yarn or telephone wire can be used as tie-lines to connect the trees and leaves, etc. You can use items collected on walks or collect pictures of trees and leaves from magazines and books. Examples for mural or chart:

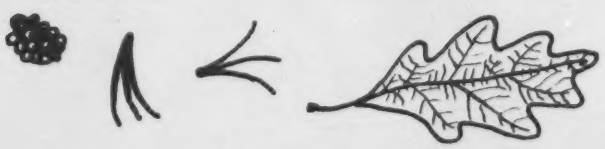
Oak Tree--Oak Leaves--Acorns

Pine Tree--Pine Needles--Pine Cones

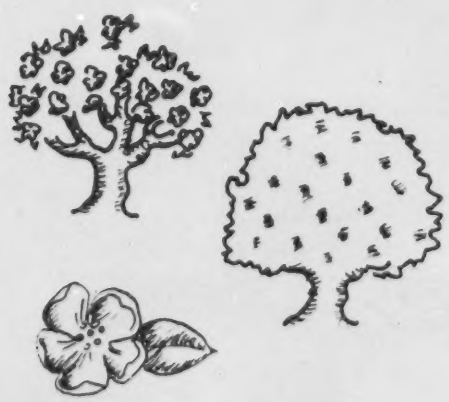
Apple Tree--Leaves and Blossoms--Apple

Cottonwood Tree--Leaves--Cotton Fluff

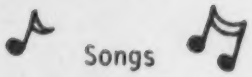
(Use types of trees found in the neighborhood.)



* Make a before-and-after picture of apple trees. For before picture use cotton or tissue paper to represent the apple blossoms. For the after picture have the children make red thumbprint apples using a red ink pad to color their thumbs. Be sure to observe apple trees in spring and fall.



* Observe the comings and goings of creatures who use or live in trees. Make a bird's nesting ball to hang on a tree in the spring and a bird feeder in the fall. For the nesting ball put bits and pieces of yarn, ribbon, string, etc. in a piece of netting cut from an onion bag. Tie and hang near a tree. Watch the birds pick at the contents to use in building their nests. For a bird feeder, roll a large pine cone in peanut butter and dip in bird seed. Hang on a tree you can readily observe. Watch for squirrels running up and down trees and discuss their use of trees. In spring look for woodpeckers who may be hard at work on a tree. Also be sure to look for bird's nests. Look for bugs and insects that you may observe in trees. Make seasonal murals using trees and the appropriate creatures found in trees in each season.



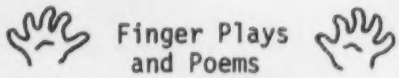
*Oh, Maple Tree** (to the tune of "Oh, Christmas Tree")

Oh, maple tree, oh maple tree,
How pretty are your branches.
Your pointed leaves are colored bright,
All red and gold in the sunlight.
Oh, maple tree, oh maple tree,
How pretty are your branches.

Oh, evergreen tree, oh evergreen tree,
How lovely are your branches.
Your many needles, soft and fine,
Your special cones and scent of pine.
Oh, evergreen tree, oh evergreen tree,
How lovely are your branches.

Falling Leaves, *I Am a Pine Tree*, *Springtime*, from Singing Fun, Lucille Wood and Louise Scott, Webster Publishing Co., 1954.

Falling Leaves, *The Month is October*, *Autumn*, *Shake the Apple Tree*, from Songs for the Nursery School, Laura Pendleton MacCarteney, Willis Music Co., 1937.



*The Big Tree** (Action verse)

I see a tree, (Point to eye and then in outer direction.)
It looks mighty (Make a large overhead circular motion with arms.)
Big to me.

It's branches are (Extend two arms upward overhead.)
So very high,
It almost seems to (Jump as if to touch ceiling.)
Touch the sky.

The Squirrel

Whiskey, friskey, hippety-hop,
Up he goes to the tree top.

Whirley, twirly, round and round,
Down he scampers to the ground.

The Little Squirrel

The little squirrel with a busy tail,
Goes scampering all around.

And everyday he stores away,
The nuts that he has found.

*Words by Rhoda Redleaf.

Fall

The leaves are green, the nuts are brown,
They hang so high, they'll never come down.
But leave them alone til the bright fall weather,
And then they will all come down together.

Apple Tree

Way up high in the apple tree, (Point with one hand.)
Two little apples smiled at me.
I shook that tree as hard as I could, (Pretend to shake tree.)
And down came those apples,
Hmm they were good. (Rub tummy.)

Fall

Fall has come again,
And on each flower and weed,
Where little blossoms used to grow,
I found a pod of seed.

Riddle

First it was a pretty flower,
Dressed in pink and white.
Then it was a tiny ball,
Almost hid from sight.
Round and green and large it grew,
Then it turned to red.
It will make a splendid pie,
For your Thanksgiving spread.

Bulla, Clyde R. A Tree is a Plant. Crowell, 1960.
Carrick, Donald. The Tree. MacMillan, 1971
Ernst, Kathryn. Mr. Tamarin's Trees. Crown, 1976.
Morse, Flo. How Does it Feel to Be a Tree? Parents, 1976.
Oppenheim, Joanne. Have Your Seen Trees? Addison-Wesley, 1967.
Silverstein, Shel. The Giving Tree. Harper & Row, 1964.
Simon, Seymour. A Tree on Your Street. Holiday, 1973.
Tresselt, Alvin. The Dead Tree. Parents, 1972.
Udry, Janice. A Tree is Nice. Harper & Row, 1956.

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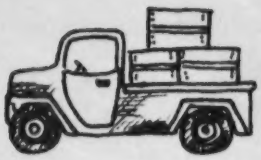
LEARNING ADVENTURE



TRUCK WALK

PURPOSE

To see different kinds of trucks.

To notice sizes, shapes and characteristics of trucks.

To learn more about the work trucks do.

VOCABULARY

Tow truck, dump truck, cement mixer, steam shovel, crane, derrick, car carrier, panel truck, refrigerator truck, semi-trailer, caterpillar truck, tank truck, livestock struck, sanitation truck, pick-up truck, moving van, fire truck, delivery truck, wheels, chassis, gasoline, diesel oil, engine, motor, body, cab, truck driver.

INTRODUCTORY ACTIVITIES

Display picture books about trucks and toy or model trucks. Ask the children how cars and trucks are different. Ask the children if there are different kinds of trucks and what makes them different. Suggest going for a walk to see if there are any trucks in the neighborhood and what kinds they are.

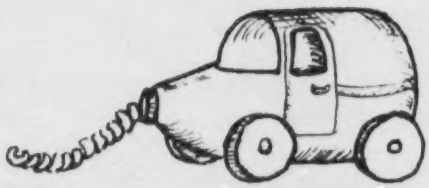
FOLLOW-UP ACTIVITIES

* Talk about the walk. Let the children share their experiences.

* Cut different shapes out of construction paper. Let the children paste them together to make a variety of trucks. Attach circles for wheels using brass fasteners.

* Use toy trucks to carry blocks. Build roads for different types of trucks.

* Cut large plastic bleach bottle and decorate it to resemble a truck. Attach wooden wheels with dowels so they turn. Attach wire, string or telephone cord to pull the truck.



* Set up a truck repair shop or a truck service station for all the trucks you have.

* Make a variety of trucks out of cardboard boxes. Children can pretend to drive them and deliver whatever comes in that truck.

* Have the children find pictures of different kinds of trucks. Paste them on a long sheet of paper for a truck mural. Discus what each truck does.

* Set up a transportation bulletin board showing some trucks, the products they carry and the places they take those products (i.e., a car carrier taking cars to a new car dealership, etc.) With older children discuss role of trucks as part of our transportation system. Some sample questions might be: How do people transport big items (furniture, refrigerators, etc.) from stores to home or from their home to a new house when they move? How does gasoline get into the tanks and pumps at the service station? How does the farmer get the things he grows to the market? What other things do trucks carry from factory to store?

* Make a transportation matching game. Children match the pictures of products or items to be transported to the picture of the type of truck that would be used. Again select samples to use in making the game from magazines or catalogues. Some suggestions for the game are:

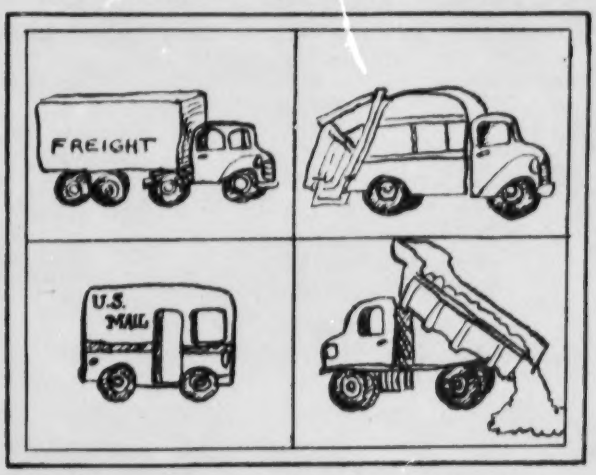
  Boats or cars--Boat or car carrier
  Fruits, vegetables--Pick-up truck
  Milk-Refrigerated tanker
  Cement--Cement mixer
  Parcels--UPS truck
  Furniture--Moving van

* Use dump trucks and tractors and tow trucks in the sandbox, making roads for them.

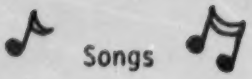
* Let the children make trucks out of scrap wood to use in play.

* Make a book of trucks using magazine pictures. Be sure to include pictures of different parts of trucks and write in the names of those various parts.

* Make some home-made games about trucks. A Lotto game can be made using pictures of real or toy trucks from catalogues or magazines or use truck seals available in school supply or gift shops. Make 3 or 4 master boards with 4 to 6 pictures of trucks on each one. Mount a duplicate picture of each truck on a small card to use to match those on the master board. A Tonka Toy Co. catalogue or brochure is a good source for pictures of trucks. Remember you need 2 identical pictures of each truck.



* Invite a truck driver to visit your group, preferrably with truck. One source would be service or delivery trucks in your area. If possible let children, a few at a time, climb up into the cab section of the truck. Write a story about the visit and the truck. Be sure to include what it feels like to be way up in the cab.



*Drove a Truck** (Tune--"Mary Wore a Red Dress")

Tommy drove a dump truck, dump truck, dump truck,
Tommy drove a dump truck, all day long.

Susie drove a tow truck, tow truck, tow truck,
Susie drove a tow truck, all day long.

(Continue the song using all the children's names and several different trucks. Let the children choose the type of truck they wish to drive.)

*Old MacDonald Had a Truck** (Tune--"Old MacDonald Had a Farm")

Old MacDonald had a truck, E-I-E-I-O.
And on his truck he had a horn, E-I-E-I-O.

With a "beep-beep" here and a "beep-beep" there,
Here a "beep," there a "beep," everywhere a "beep-beep,"
Old MacDonald drove his truck, E-I-E-I-O.

Additional verses:

Wheels, with a "whrr-whrr"
Windshield wipers, with a "swish-swish"
Brakes, with a "screech-screech"
Radio, with a "rock 'n roll"

A Big Truck, The Bakery Truck, from Singing Fun, Lucille Wood and Louise Scott, Webster Publishing Co., 1954.

The Steam Shovel, from Songs for the Nursery School, Laura Pendleton MacCarteney, Willis Music Co., 1937.

The Steam Shovel, Trucks, from Sing a Song, Lucille Wood and Roberta McLaughlin, Prentice Hall, 1960.

*Words by Rhoda Redleaf.

Finger Plays

Five Big Trucks *

Five big trucks outside our door,
The dump truck drove away,
Then there were four.
Four big trucks that I can see,
The garbage truck drove away,
Then there were three.
Three big trucks with work to do,
The moving van drove on,
Then there were two.
Two big trucks shining in the sun,
The milk truck pulled away,
And then there was one.
One mail truck whose work was all done,
Pulled away and then there were none.

Actions: Hold up five fingers. Lower one finger as each truck drives away. (OR) Have five children hold pictures of trucks named in the verse. As each truck drives away, that child sits down.

Baker's Truck, from Finger Frolics, Liz Cromwell and Dixie Hibner, Partner Press, 1976.

Books

Alexander, Anne. ABC of Cars and Trucks. Doubleday, 1971.
Burton, Virginia. Katy and the Big Snow. Houghton Mifflin, 1943.
Cameron, Elizabeth. The Big Book of Real Trucks. Grosset & Dunlop, 1970.
Dugan, William. The Truck and Bus Book. Western, 1966.
Greene, Carla. Truck Drivers: What Do They Do. Harper & Row, 1967.
Holl, Adelaide. ABC Book of Cars, Trucks and Machines. McGraw, 1970.
Karen, Edward. Behind the Wheel. Holt, Rinehart, Winston, 1972.
Mathieu, Joseph. Big Joe's Trailer Truck. Random, 1974.
Mcnaight, Harry. Trucks. Random, 1976.
My First Book of Trucks. Platt, 1973.
Penick, Ib. The Pop-Up Book of Trucks. Random House, 1974.
Scarry, Richard. Great Big Car and Truck Book. Western, 1951.
Scarry, Richard. Cars and Trucks and Things That Go. Western, 1974.
Witty, Susan. Truck Book. Westerm, 1969.
Zaffa, George. Big Book of Real Trucks. Grosset & Dunlop, 1950.

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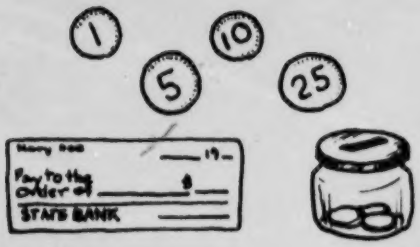
LEARNING ADVENTURE

BANK



PURPOSE

To see this type of building.

To see where money and valuables are kept for safety--note the thick doors on safes.

To meet people who work in banks.

To learn a little bit about saving and banking.

VOCABULARY

Banker, clerk, secretary, teller, deposit, check, savings account, money, vault, safe, guard, bank windows, computer, bookkeeper, borrow, withdrawal slip, checkbook, penny, nickel, dime, quarter, dollar, copper, silver.

INTRODUCTORY ACTIVITIES

Ask the children what they do with any money they receive. Where do they keep it? Where do their parents keep money? Let the children suggest good places to keep money and discuss what attributes these places for safe-keeping should have. Ask the children why people need money; what would we do if there were no money.

FOLLOW-UP ACTIVITIES

* Talk about the trip. Let the children share their experiences.

* Talk about saving money and keeping it safe so it doesn't get lost.

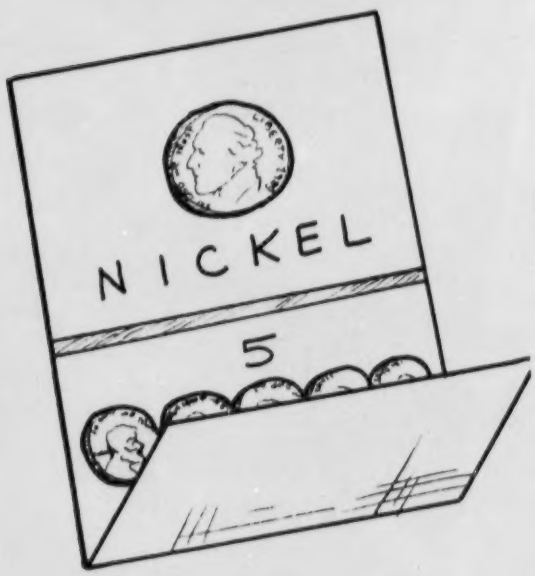
* Set up a play money or checkers or buttons bank. Children deposit "money". They can write checks for friends to cash, or they can make a withdrawal themselves. Children take turns being tellers and customers. Bring back withdrawal slips, etc. from the trip to use in the bank.

* Show and discuss checkbooks and deposit slips. Explain that check writing is similar to writing letters. Make small deposit books and checkbooks to use in bank play.

* Make a vault out of a large, heavy cardboard box or crate. Use a combination lock on it. Store extra boxes of "money" in it. For bank play, tellers come to get extra play money, checkers or buttons from vault for day's business.

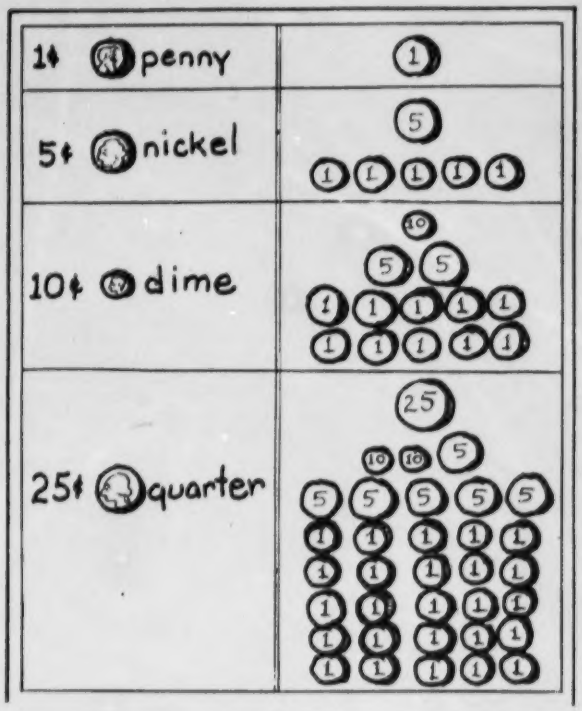
* Make piggy banks out of baby food jars.

* Make a PLAY MONEY MATCHING GAME. Make a master board with a penny, nickel, dime and quarter on one side of the board and on the other side draw circles for amounts to correspond with each coin. Make play money coins to use in the matching game by having the children do rubbings over real coins. Cut out and laminate. If you wish the coins can be mounted on copper or silver colored paper to look more realistic. You will need 41 pennies, 9 nickels, 4 dimes and 1 quarter. Children match the play coins using the circles drawn on the master board as a guide for the correct combinations equally each coin. *Variation:* Make a similar set out of felt to use on the felt board.



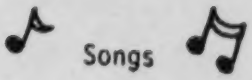
* Display various kinds of coins and bills. Note size and shape and pictures. Include coins from other countries.

* Talk about coins and their differences.



* Make HOW MUCH IS IT? cards to use with the group to help children discover which coin is worth more. You will need four pieces of cardboard 6½" by 7"--Tape the 2 cards together so that the smaller one can fold over the larger one and cover up a portion of it. On the top of each larger card glue or tape 1 real coin (penny, nickel, dime, quarter). Write the name of the coin below the coin and then the number of pennies in that coin. On the smaller card glue or tape the correct number of pennies. When the lower half is folded up the real pennies and the numeral telling the correct amount should be covered up so the children can guess how many it's going to be (see picture).

* With older children, play a simplified version of Monopoly.



*In the Bank** (to the tune of "Frere Jacques")

In the bank, in the bank,
There's a safe, there's a safe.
Safe to keep our money, safe to keep our money,
Safe, safe, safe. Safe, safe, safe.

*This is the Way** (to the tune of "Mulberry Bush")

This is the way we save our money,
Save our money, save, our money.
This is the way we save our money,
We put it in the bank. (Pretend to drop coins in bank.)

This is the way we write a check,
Write a check, write a check. (Pretend to write.)
This is the way we write a check,
When we go to the bank.

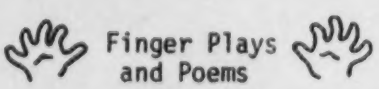
This is the way we spend our money,
Spend our money, spend our money. (Pretend to pay for something.)
This is the way we spend our money,
When we go to the store.

I've Got Sixpence, Jolly Jolly Sixpence, English folk song.

One-a-Penny (Chant)

One-a-penny, two-a-penny, three-a-penny, four,
Four-a-penny, five-a-penny, that's a nickel more.

Six-a-penny, seven-a-penny, eight-a-penny, more,
Nine-a-penny, ten-a-penny, that's a dime for the store.



Five Brown Pennies, from Rhymes for Fingers and Flannel Boards, Louise Binder Scott and J. J. Thompson, McGraw Hill, 1960.

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*Words by Rhoda Redleaf.

*Four Bright Coins**

Four bright coins shining at me,
The first one said "I'm a penny you see."
The second one said "How do you do?"
"I'm called a nickel and I'm bigger than you!"
The third one said "You're both small stuff,"
"If you want to buy something, you're not enough."
"But look at me, I'm small and I shine,"
"But I can buy something 'cuz I'm a dime."
The last coin looked at them all and laughed,
"All of you together don't measure up to me,"
"'Cuz I'm a quarter, can't you see!"

(Tape coins to large Popsicle sticks and have children hold up the right coin for each part of the verse.)

Baker, Eugene. I Want to Be a Bank Teller. Children's Press, 1972.

Davis, Mary. Careers in a Bank. Lerner, 1973.

Elkin, Benjamin. The True Book of Money. Children's Press, 1960.

Jones, Elizabeth. What is Money? Raintree Publication, Ltd., 1977.

Maher, John E. Ideas About Money. Watts, 1970.

Pope, Billy. Let's Visit a Bank. Taylor, 1975.

Sootin, Laura. Let's Go to the Bank. Putnam, 1957.

Ziegler, Sandra. Something for Sara: A Beginning Book about Money. Child's World, 1977.

*Words by Rhoda Redleaf.

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LEARNING ADVENTURE

HARDWARE STORE

PURPOSE

To see the many interesting things sold in a hardware store.

To purchase some sandpaper, nails, dowels, plumbing joints for use in various projects.

To note the variety of sizes, shapes and kinds of materials available in a hardware store.

To see how tools are stored for organizing a work bench.

VOCABULARY

Nails, screws, nuts, bolts, tools, hammer, screw driver, wrench, pliers, saw, tape measure, crowbar, pulley, wedge, lever, drill, power tools, sand paper (different grains), lumber, pegboard, hinges, kitchen appliances (all kinds), pipes, metal tubing, glass, storm windows, dowels, plugs, sockets, electric wire, door knobs and latches, locks, keys, paint, paint brush.

INTRODUCTORY ACTIVITIES

Examine blocks and select some that have rough edges and/or select some toys that need repair. Ask the children what to do about them. When they suggest fixing or sanding them, ask "Where can we get the things needed to fix them?" Read the story The Toolbox. Ask the children where their family gets tools, what kinds of tools they have at home, and what tools they use. Show some tools you have and talk about them.

Plan to take a trip to see about getting some tools and materials to use to repair toys.

Ask the children if animals use tools and discuss their answers. Discuss what life would be like if there were no tools.

FOLLOW-UP ACTIVITIES

* Talk about the trip. Let the children share their experiences.
* Organize a workbench area--use different color cans or boxes for different size nails, screws, etc.
* Bring in real tools and materials to use. Set up a fix-it corner to repair toys such as sanding blocks, making puzzle pieces from plastic wood, replace small hinges, etc. Discuss the idea of fixing things versus throwing them away.

* Obtain scrap lumber and let children pound nails and make simple things.

* Make sandpaper letters in different textures of sandpaper.

* Sand blocks using all different textures of sandpaper. Note any differences in results with the different kinds of sandpaper.

* Look at hinges on cupboards.

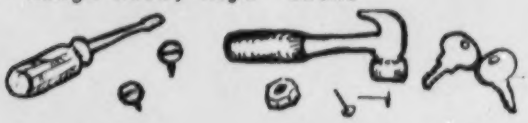
* Provide a box of large nuts and bolts and let the children find ones that fit together.

* Provide commercially made lock box or make one yourself.

* Display pictures of tools and simple machines.

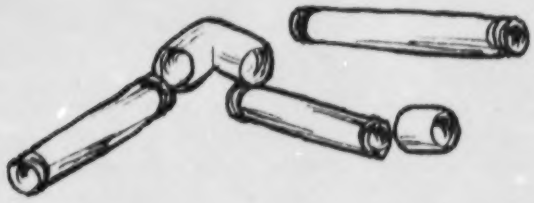
* Make a matching game of hardware store items that are used together. The game can be made by pasting pictures of tools on one side of a master board leaving an empty square next to it for the picture of the item that goes with it.

  Screwdriver--Screws, Hammer--Nails, Wrench--Nuts, Saw--Wood to cut, Sandpaper--Rough wood, Keys--Locks

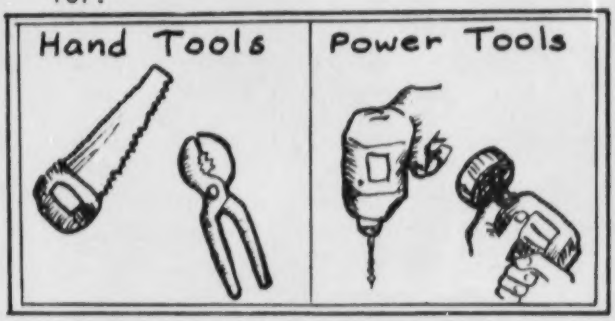


* Notice plumbing and other pipes at school.

* Provide a box of pipes and fittings for the children to fit together.



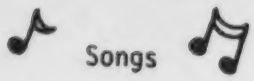
* Place some common tools in a sack. Let each child reach in and try to describe or name a tool without looking at it. Then show the tool and discuss what kind of tool it is and what it is used for.



* Discuss tools that are worked by hand (muscle power) and electrically powered tools. Make a sorting game using a master board with one category for hand tools on one side and one for power tools on the other. Have the children sort pictures of tools (cut from catalogues) into the appropriate category.

* Make a categorizing game that organizes hardware store items by the function they serve. Cut out pictures of items from Sears or hardware catalogues. Have three small containers (boxes, envelopes, paper plates) with a picture on each that illustrates one type of category. Children sort the small cut-up pictures into the appropriate container. This game would be done with an adult at first. Some samples of categories would be:

  Things that cut: All types of shears, saws, scissors, etc.
  Items that hold things together: Nails, screws, nuts, bolts, hinges.
  Items that make things smoother: Sanders, polishers, sandpaper, file, etc.



*This is the Way** (to the tune of "Mulberry Bush")

This is the way we hammer a nail (Make hammering motions)
Hammer a nail, hammer a nail.
This is the way we hammer a nail,
So early in the morning.

This is the way we sand our blocks . . . (Make sanding motions)
So early in the morning.

This is the way we saw our wood . . . (Make sawing motions)
So early in the morning.

*The Tool Song** (to the tune of "Did You Ever See a Lassie?")

Did you ever see a hammer (Children imitate up and down pounding motions with wrists.)
Pound this way and that way
And this way and that way,
Did you ever see a hammer
Pound this way and that.

Did you ever see a saw (Imitate sawing motions with arm.)
Cut this way and that way
And this way and that way,
Did you ever see a saw
Cut this way and that.

(Add other tools and the accompanying motions.)

The Grocery Store, from Sing a Song, Lucille Wood and Roberta MacLaughlin, Prentice Hall, 1960.
(For a hardware store use these words.)*

Refrain: What shall we buy at the hardware store
" " " " " " " "

Verse 1: Hammer and nails and sandpaper

Refrain: We will buy at the hardware store
" " " " " " "

Verse 2: Nuts and bolts and a screwdriver

(Add additional purchases.)

*Words by Rhoda Redleaf.

Finger Plays and Poems

Johnny Walks With One Hammer

Johnny works with one hammer,
One hammer, one hammer,
Johnny works with one hammer (Make pounding motion with one fist.)
All day long.

Susie works with two hammers, (Add pounding motion with second fist.)
Two hammers, two hammers, (Continue up to five hammers. After fists
Susie works with two hammers, add feet and head for pounding motions.)
All day long.

Last verse:

Johnny works with five hammers,
Five hammers, five hammers, (All parts making hammering motions.)
Johnny works with five hammers,
Now he puts them down. (Stop all motions.)

Hammer, Hammer, Hammer, The Carpenter, from Finger Frolics, Liz Cromwell and Dixie Hibner, Partner Press, 1976.

This is the Way

This is the way he saws his wood,
Sawing, sawing, sawing.
This is the way he nails a nail,
Nailing, nailing, nailing.
This is the way he paints his house,
Painting, painting, painting.

Beim, Jerrold. Tim and the Tool Chest. Morrow, 1951.

Rockwell, Ann. Toolbox. Macmillan, 1971.

Weisenthal, Ted and Eleanor. Let's Find Out About Tools. Watts, 1969.

Zaffo, George. Giant Nursery Book of Things That Work. Doubleday, 1967.

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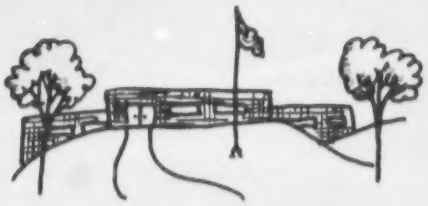
LEARNING ADVENTURE



SCHOOL

(High School or Junior High)

PURPOSE

To learn more about schools, specifically different schools for different ages of children.

To observe what is inside a large school building.

To see what big brothers or sisters do in school.

To visit people who work in schools.

VOCABULARY

Office, gym, basketball hoops, auditorium, stage, cafeteria, band room, instruments, science lab, home economics room, sewing machines, lockers, combination lock, hall, classroom, principal, teacher, students, janitor, bells, hall monitor, trophy case, trophy, cheerleader, team, textbooks, backpack, bicycle stand, parking lot, school bus, desk.

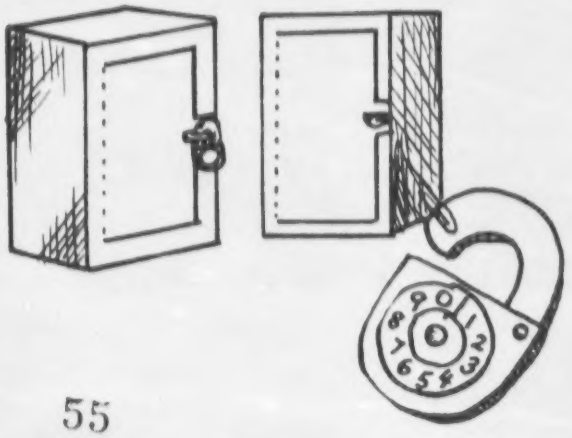
INTRODUCTORY ACTIVITIES

Ask the children where their older brothers and sisters go each morning. Discuss different levels of school. Make some flannel board figures of different-size children and different-size or shape school buildings. Match the size of the child to the size of the building as you discuss this with the children. Make up some simple stories using names of brothers and sisters in the group and names of the school buildings. For example, "Each morning Susie's sister Jane gets dressed and packs her books and goes to Sunnyside School and Mark's sister goes to Madison Junior High." If you wish, you can add a felt school bus or some bikes to embellish your story. Ask the children what they think the big children do in school and if they would like to go to see. Ask the children if adults go to school. Ask them why people go to school.

FOLLOW-UP ACTIVITIES

* Talk about the trip. Let the children share their experiences.

* Set up a school dramatic play area: Make some lockers out of cardboard boxes. Be sure to add some pretend locks (cardboard cut in lock shape with a small number dial attached with a brass fastener so it can spin--attach handle with a paper clip so it can open).



* Make paper-sack backpacks. Use some discarded school workbooks to carry in backpacks and store in lockers.

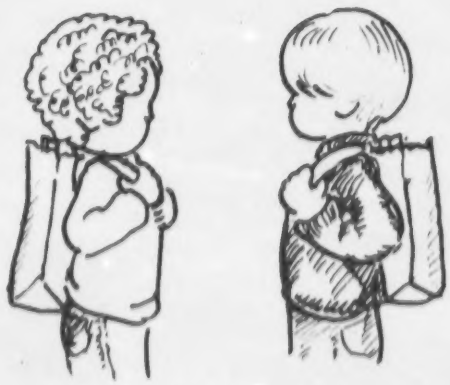
* Dramatize going to different classes by ringing a bell, walking to a different area of room, pretending to work, ringing a bell, marching to another area, working, etc. (See song *This is the Way we Go to School* next page.)

* Set up a display table of items associated with junior or senior high (trophies, combination locks, cheerleader pom-poms, some sports items, text book, etc.).

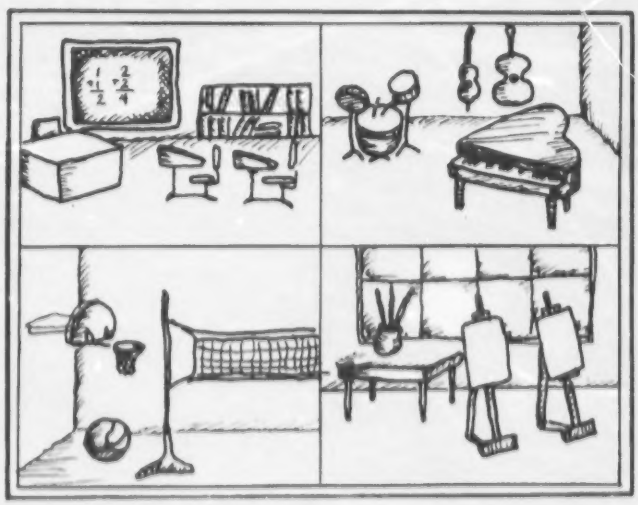
* Make megaphones out of paper or pom-poms out of crepe paper and learn a cheer or school song that the school uses. Invite a cheerleader or some other students to visit you and have them tell what they like about their school. Have your children sing the song or cheer.

* Make a sorting game using a schoolhouse shape as the masterboard and pictures cut from catalogues and mounted on cardboard as the pieces. Children match items to the appropriate room. Masterboard "rooms" should include pictures indicating the type of room.

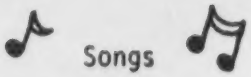
* Discuss with your children any similarities in things they do in school with what they see older children doing in their school. Relate these similarities and differences to the different ages and abilities of children as they grow (some samples might be power tools and big work benches in high school shop compared to hand tools and small work bench; climbers in preschool and parallel bars, climbing ropes in school gym).



* Put together a booklet about your trip to school, using pictures from school supply catalogues to tell about the different rooms in the school. Include in the book photographs of students or teachers at the school, especially if they are related to one of the children. Include information about the school such as colors, symbols, school teams, subjects studied, etc.



* Write a thank-you letter to the school principal and any staff involved in rooms or events you visited. Have the children dictate to you the things to include in the letter. Send along their pictures.



*Happily We Go to School** (to the tune of "Merrily We Roll Along")

Happily we go to school, go to school, go to school,
Happily we go to school, to learn and work and play.

*This is the Way We Go to School** (to the tune of "Mulberry Bush")

This is the way we go to school,
go to school, go to school,
This is the way we go to school,
so early in the morning.

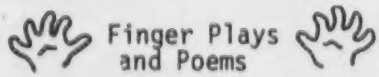
This is the way we open our lockers,
open our lockers, open our lockers,
This is the way we open our lockers,
to put our things away.

This is the way we walk to class,
walk to class, walk to class,
This is the way we walk to class,
as the bell rings each.

This is the way we go to gym . . .

This is the way we go to lunch . . .

Morning Song, *Mary Had a Little Lamb*, from Songs for the Nursery School, Laura Pendleton MacCarteney. Willis Music Co., 1937.



*See the Students**

See the students all in a row,	(Hold up two hands)
Marching off to class just so.	(Make hands march)
They study hard and work all day,	(Turn hands to form book)
But after school they run and play.	(Wiggle fingers and move hands to opposite sides)

*Words by Rhoda Redleaf.

*Off to Class**

Slip off the back pack,
Unload all the books.
Open up the locker,
Hang things on the hooks.

(Make motions of removing something from shoulders.)
(Pretend to work lock and open door.)
(Imitate hanging up coat.)

Now we are all ready,
Off to class we go.
We'll listen to our teachers,
There's alot to learn, you know!

(March around room.)
(Sit down in front of teacher.)
(Pretend to read a book.)

*School Bells**

Ding, dong, hear the school bells ring.
See the children in a hurry,
Don't want to miss a thing.

Down the hall they scurry,
Carrying so many books,
How busy their school looks!

Beim, Jerrold. Andy and the School Bus. Morrow, 1947.

Berenstein, Stan and Jan. The Berenstein Bears Go to School. Random, 1978.

Burningham, John. The School. Crowell, 1975.

Hoban, Lillian. Will I Have a Friend? MacMillan, 1967.

Lystad, Mary. Jennifer Takes Over P.S. 94. Putnam, 1972.

Rosenblatt, Suzanne. Everyone is Going Somewhere. MacMillan, 1976.

Stein, Sarah B. The School. Doubleday, 1979.

*Words by Rhoda Redleaf.

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LEARNING ADVENTURE

SERVICE STATION

PURPOSE

To learn what happens to cars at service stations.

To observe what mechanics do.

To see how the machinery at a service station works.

To learn about taking care of property, taking care of cars.

VOCABULARY

Gas pump, nozzle, hose, air pump, motor oil, anti-freeze, gasoline, mechanic, hoist, tire, air-jack, battery, oil filter, lubricate, grease, tow truck, wrecker, car wash, gallon, leaded, unleaded, diesel, regular, premium.

INTRODUCTORY ACTIVITIES

Ask the children if they know anyone who works in a garage or service station. Have the children explain what happens at a service station. Ask the children what their parents do when something is wrong with their car. Ask the children where gasoline comes from. Have they heard their parents talk about the scarcity of gasoline and its high price? Make a list of questions resulting from the discussion. Include questions such as "Where is the gas stored?" "How do the mechanics get under the car to fix it?" and others raised by the children. Plan to go to a service station to find answers.

FOLLOW-UP ACTIVITIES

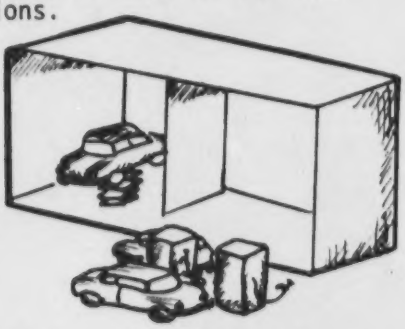
* Talk about the trip. Let the children share their experiences.

* Make small gas pumps out of tall, thin, small cartons. Use plastic tubing or telephone cords for the hose and pump spray handles from cleaners for nozzles. Place in the block-and-truck area. Make large gas pumps out of larger cartons to use with trikes and wagons. Set up a pretend air pump for the tires.

* Set up an outdoor car wash for the trikes and wagons. Provide a hose with a nozzle and lots of rags for wiping and pretend waxing.

* Build a pretend garage in sand area. Use tow trucks to tow small cars needing repairs to the garage.

* Have children look for magazine pictures of things they saw at the service station. Use the cut-out pictures and descriptions dictated by the children to tell the story of what was seen on the trip or what work is done at service stations.



* Make dioramas (a shoe box works well for the container) of service stations using small boxes for pumps, thin plastic tubing (from toy packaging) for car jacks and frames. Attach small strips of paper folded like a spring to raise and lower the frame. Small plastic cars can be used in the diorama.

* Make a matching game using service station logos cut out of magazine advertisements.

* Talk about the clothes mechanics wear for their work. Why do they need heavy coveralls? Wonder how to remove grease from hands and clothes. Take some rags with grease stains on them and experiment with ways to get them clean. Does plain water remove heavy dirt? Does soaking them in soapy water work? What happens when you scrub them?

* Discuss what causes tires to become flat and how they can be fixed. Let the children use a bicycle pump to inflate balloons. Stick a pin in a balloon to demonstrate how tires get punctures.

* As a group, write a thank-you letter to the station which includes statements of what the children saw on the trip. If appropriate, include some pictures the children drew after the trip.

* Set up a service station dramatic play interest area with cartons, gas pumps, air pumps, some tools and a few small cans such as small watering cans or oil cans (empty). Children bring cars and trucks to be checked and fixed. Children take turns being customers or mechanics at the station. Include self-service pumps, full-service pumps and a repair shop. Let the children decide on prices for the different kinds of gasoline. Mark the pumps with the different types of gas: Regular, unleaded, diesel. Talk about which vehicles use which gas. Remind the children to use the diesel pump for the trucks.

* Invite a mechanic, perhaps from service station you visited, to visit the children and see the service station you have set up. Have the children ask the mechanic any questions they have including how they get their hands and clothes clean again.

* Set up a display of gears and talk about how they work. If you can find some old small engines that can be taken apart to add to the display. What does oil do for old gears?

Songs

*When We Go to the Station** (to the tune of "Mulberry Bush")

This is the way we pump the gas, (Pretend to be filling gas tank)
Pump the gas, pump the gas.
This is the way we pump the gas,
When we go to the station.

This is the way we check the oil. . . (Pretend to check the oil)
When we go to the station.

This is the way we wash the car . . .
This is the way we change the tires . . .
This is the way we wash the windows . . .

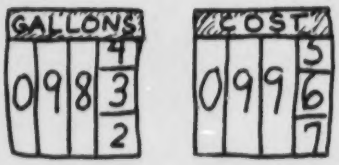
The Windshield Wiper, The Filling Station, from Singing Fun, Lucille Wood and Louise Scott, Webster Publishing Co., 1954.

Finger Plays

*Pumping Gas**

See the gas pumps all in a row, (Have children make motions to imitate actions described.)
Lower the hose, push the crank,
Put the nozzle in the tank,
Squeeze the handle,
And hear the gasoline flow.

S--s--s--s--s
Watch the pump,
Look at those numbers go!



Click Clack, from Finger Frolics, Liz Cromwell and Dixie Hibner, Partner Press, 1976.

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* Words by Rhoda Redleaf

Baker, Eugene. I Want to Be a Service Station Attendant. Children's Press, 1972.

Baker, Eugene. I Want to Be an Auto Mechanic. Children's Press, 1976.

Dugan, William. The Car Book. Western, 1968.

Holl, Adelaide. ABC of Cars, Trucks and Machines. McGraw, 1970.

Ottum, Bob. Cars. Western, 1973.

Scarry, Richard. Cars and Trucks and Things That Go. Western, 1951.

Shay, Arthur. What Happens at a Gas Station. Reily & Lee, 1972.

FIELD TRIPS: AN ADVENTURE IN LEARNING
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III. PLANNING FIELD TRIPS: THE MECHANICS

CONTENT	LEARNING ENHANCERS
Formal trips require careful planning of many details including: - arranging transportation - arranging for extra help - parent notification - prior arrangements at the site - thinking of things that might go wrong	Distribute "What Would You Do If . . . ?" Have the participants suggest and discuss solutions to these problems. Refer to "What Would You Do If - Some Possible Solutions" for additional suggestions. From this discussion, list on the board the participants' own conclusions about careful planning. Review "Hints for Happier Trips." Distribute and discuss sample Permission and Notification Forms, and resource sheets for volunteers. Have group brainstorm on some possible sources for volunteers to help with trips. Divide the participants into small groups and have them fill out "Planning Form for Neighborhood Walk" or "Organizing Plan for Field Trips" for an imaginary trip. Have groups share the suggestions they list on the forms in a class discussion. *Choose form most appropriate for your group. One form could be used in class and one as an assignment. If you are devoting two sessions to this topic, use walk form in class and trip form as an assignment to be shared at the next session. If using as an assignment, have participants choose a real site and make a previsit to complete the form. If you wish to cover both forms in a short class session, simply have small groups work on different forms.*
The responsibility for planning trips should be clearly designated to one individual so that all details are systematically covered, and there is no chance for miscommunication in planning.	Have group discuss ways in which they currently plan for trips and what improvements they feel could be made. Distribute "Director's Field Trip Worksheet" and "Field Trip Check List for Day Care Provider" and discuss appropriate uses. Be sure to note types of information to include on forms for greatest efficiency and most effective communication to others involved in the trip.

CONTENT	LEARNING ENHANCERS
In preparing for and taking trips, health and safety factors must be given careful attention.	Call the class members' attention to hazards listed on all planning forms and review ways of dealing with hazards. Discuss the timing of trips in terms of the adult's control of group, amount of help available, etc. Review simple procedures, such as name tags to help groups remain together. Have the group come up with some good basic safety rules. Use the handout "Safety Proofing Your Trips."
Planning for appropriate trips should include considerations of the ages and experiences of the children.	Divide the participants into groups. Assign each group an age category: under 2, 2-3, 3-4, 4-5, mixed ages. Have each group define suitable criteria for trips for their age group answering questions such as, "where", "how far away", "how long", "for what purposes?" Share conclusions with total class. Compare their conclusions with those suggested by the Maryland Department of Welfare Guide to Field Trips. (see bibliography).

Student Copy

WHAT WOULD YOU DO IF?

You are taking your group of children on their monthly field trip and have made necessary arrangements, but what would you do if ... ?

1. You are visiting the local television station and an emergency news announcement has delayed the program you are scheduled to visit.

2. You are enroute home and your vehicle has a flat tire.

3. As you approach the chicken coop at the farm one of the children becomes very frightened and won't go any closer.

4. You are on a neighborhood walk and suddenly an ambulance stops just across the street. The attendants place a very ill person in the ambulance and drive away.

5. You are visiting a local museum. The guide greets you and begins giving a very lengthy, complex explanation about the museum. The children are getting very wiggly and chatty.

6. You have just left for a neighborhood walk after carefully instructing the children to stay together. Two children run ahead of the group.

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WHAT WOULD YOU DO IF? - SOME POSSIBLE SOLUTIONS

You are taking your group of children on their monthly field trip and have made necessary arrangements, but what would you do if ... ?

1. You are visiting the local television station and an emergency news announcement has delayed the program you are scheduled to visit.

   a. *Take an informal tour around the waiting area or the outside of the building.*

   b. *Sing some songs, do some finger plays or read a story from your emergency "bag of tricks."*

   c. *Pretend you are putting on a television show and have group participate.*

2. You are enroute home and your vehicle has a flat tire.

   a. *If the location is safe, let the children watch the changing of the tire.*

   b. *If the group must wait for help, locate a safe area nearby or keep children in the vehicle, sing songs, do some finger plays, or read stories. Have a snack from your emergency "bag of tricks."*

3. As you approach the chicken coop at the farm one of the children becomes very frightened and won't go any closer.

   a. *Stay with the child yourself or assign someone else to remain with the child. Don't force the child to go closer. Practice making chicken sounds and wonder if there are eggs to see. Offer encouragement. If the child is willing, suggest going closer, taking a peek and leaving quickly.*

   b. *Allow child to remain at a comfortable distance. Avoid all shame and coaxing, but let the child know it is okay to come closer when she/he feels ready.*

4. You are on a neighborhood walk and suddenly an ambulance stops just across the street. The attendants place a very ill person in the ambulance and drive away.

4. (Continued)

   a. *Stop to look, but only for a short time. Continue the walk and allow discussion of the incident. Plan a follow-up discussion when you return.*

   b. *Provide a book about an ambulance or a hospital the next day. If possible, inquire about the ill person so you can answer the children's questions.*

   c. *Write a story with the children about what you saw. Encourage the children to make a get well card. Let them deliver it or put it in a mailbox.*

5. You are visiting a local museum. The guide greets you and begins giving a very lengthy, complex explanation about the museum. The children are getting very wiggly and chatty.

   a. *When the guide stops for a breath, ask a question that relates to a concrete object in sight. Suggest looking at it.*

   b. *Interrupt as graciously as you can and suggest viewing some of the items immediately and continuing the talk after the children have seen some of the things in the museum.*

   c. *Try to restate in simple language what the guide has said as you walk around the museum.*

6. You have just left for a neighborhood walk after carefully instructing the children to stay together. Two children run ahead of the group.

   a. *This would be a good time to firmly establish the rule of not running ahead. Immediately end the walk. Control on trips is essential and establishing good control requires strong reenforcement. When back in school or home, practice walking together as a group. When the group learns to walk together, take another walk. If the children stay together, be sure to acknowledge their learning to stay together. When you return from the walk, again express your appreciation of their responsible behavior by telling them that you liked the way they took care of themselves by staying together and that now the group can go on more outings.*

   b. *Write a story about both experiences, i.e. the time they had to come back and this time. Write up and illustrate a simple list of procedures for going on walks, i.e. we stay together, we hold hands, we stop at the corner, etc.*

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SAMPLE NOTIFICATION AND PERMISSION SLIP

Dear Parents,

We are planning a trip to the Community Nature Center on Thursday, May 15. We will be leaving at 9:30 a.m. and returning at 11:30 a.m. Several parents have volunteered to accompany us, so we will have enough supervision for the children to explore the center in small groups. Please dress your child in old clothes suitable for exploring woods and dirt. Be sure your child is wearing a long sleeve shirt, long pants and an old sweater or jacket. Please do not send any money with your child. We will provide a snack while at the center and will not allow any of the children to buy candy or pop from the vending machines in the building. If no one has any money we will not have to impose any restrictions. We thank you for your cooperation.

We hope to see many of the early blooming shrubs and sapping of the maple trees. There are also many small animals and birds on view at the center. If we are lucky, we will see beavers at work in the pond area as well as many frogs and toads. We hope this information will help you interpret any comments your child may bring home, since children often give graphic, but confusing reports such as having seen "trees milked" or "some jumping things."

Sincerely yours,

_____

Please sign and return the field trip permission slip below.

Date _____

_____ has my permission to participate in the field trip to _____ (Community Nature Center) _____ Place on _____ (May 15th) _____ Date.

_____ Parent Signature

_____ Phone number of parent during the trip.

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SAMPLE PERMISSION SLIP FOR WALKS AND FIELD TRIPS

Dear Parent:

An important part of our regular program includes walks in the neighborhood and a few field trips into the community. These are an excellent means of expanding children's knowledge of the world around them. Children are always well supervised on excursions. Please sign and return the enclosed permission slip for our records.

Sincerely,

_____ has my permission to go on neighborhood walks and community field trips while attending _____ program.

_____
Parent signature

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SAMPLE ORIENTATION LETTER FOR VOLUNTEERS

Dear _____,

Thank you for volunteering to come along and make this exciting experience possible. The children will be wearing name tags, but you might want to play a little game with the children to help you learn their names. If a child shows signs of becoming upset in a new situation, offer comfort by holding him or his hand. Smile and talk about the fun of going on a trip and coming back. Some children may be concerned that their parents won't find them. They need reassurance about the schedule. Assure them we will be back home for lunch and rest time.

As we go along talk about all the things we are seeing. Use words that are special to this trip and explain them to the children. Repeat the names of things often. Retell any information given by a guide that the children did not understand. Encourage questions and stimulate the children's curiosity with your own questions. "I wonder how that got there?" "Why do you think she is doing that?"

It helps to anticipate situations such as puddles, mud or obstacles in the path. Prepare the children to deal with it, so difficulties can be avoided. Tell the children what to do in the situation. "Take a big, big step over the puddle" instead of saying, "Don't step in the puddle".

We will be staying together most of the time. Be sure no child is ever left alone or sent to the bathroom alone. If you need to wait with the children at any time and they become restless, sing songs or play games such as "I Spy Something Red." Have fun. Your enthusiasm will be contagious. Keep calm, your calmness will reassure the children.

Thanks for tripping with us,

Your Day Care Provider

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SAMPLE ORIENTATION LIST FOR VOLUNTEERS

1. Thank you for helping make this exciting experience possible.

2. Familiarize yourself with the information sheet for this specific trip. It will tell you the purpose of the trip, points of interest to talk about enroute, special words to explain to the children, etc.

3. You will supervise 5 children. Their name tags and yours are the same color. You might play a little game with the children to help you learn their names. Try to relate personally to each child and make sure he feels comfortable.

4. Some children may feel unsure in new situations. Comfort them, hold their hands, smile. Talk about how fun it is to go away for a little while and then return and tell others about it.

5. During the course of the field trip, talk with your group of children about what they are seeing. Frequently repeat the names of things, and also repeat or retell information that may be given by a guide. Encourage questions and stimulate curiosity with your own questions. "I wonder how that works?" "Why do you think she is doing that?"

6. Anticipate situations such as puddles, mud or obstacles in the path. Prepare children so difficulties may be avoided. Tell the child what to do in the situation. "Take a big, big step over the puddle", instead of saying "Don't step in the puddle".

7. Each class and group should stay together. Watch for children who may need individual attention and supervise them closely.

8. Children must be with adults at all times! They should not be left alone or sent alone to find another group or teacher. This can become a frightening experience that could have been avoided. Go to the bathroom as a group, if necessary, or find another adult to supervise the children who are waiting.

9. Stay calm and relaxed, your calmness will reassure children in any situation. Remember, most problems can be solved with a few moments of calm thinking. Play little games such as "I Spy Something Red" or "What Do I See?" in situations where children have to wait and are growing restless.

10. Have fun. Enjoy what you're doing and share your enthusiasm, then the children will enjoy it too.

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PLANNING FORM FOR NEIGHBORHOOD WALK

Type of Walk _____ Purpose _____

Words Associated With Walk _____

_____

Introductory Activity or Question _____

_____

Things to Watch for or Collect on Walk _____

_____

_____

Follow-up Activities _____

_____

_____

Is a Revisit Appropriate? Purpose _____

Activity _____

Songs _____

Books _____

Poems or Finger Plays _____

Anticipated Problems _____

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ORGANIZING PLAN FOR FIELD TRIPS

FIELD TRIP SITE

Purpose of Trip

Contact Person

Phone

Parent Notification (appropriate dress, lunch, money, etc.)

Date

Volunteer Needs

Arranged

Method of Transportation

Time Required

Points of Interest En Route

INFORMATION FROM PREVISIT

Things Children will be Familiar With

Things to See:

Most Important

Extra Interest

Possible Hazards

Location of Facilities:

Bathrooms

Coat Areas or Storage

Water

Good Place to Group

Telephone

Parking

PREPARATION

Reference Information:
(Books, Pictures, Films, People)

Introductory Activities:

Words Associated with Trip:

Songs, Story Books, Finger Plays:

Questions for Discussion:

FOLLOW-UP ACTIVITIES

With The Children:

To Send Home:

EVALUATION COMMENTS

Record any significant comments about the trip made by:

Children _____

Staff/Volunteers _____

Parents _____

Staff Evaluation:

What did children gain? _____

Was trip appropriate? _____ Why or Why not? _____

Recommendations or considerations for future:

_____

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DIRECTOR'S FIELD TRIP WORKSHEET

Site _____ Phone No. _____

Date _____ Time _____

Group or Class					
No. of Children					
No. of Adults Needed					
Staff (Name)					
Volunteers (Name/Phone No.)					
Parent Notice	Sent				
	Returned				
Transportation Arranged (Phone No.)					
Contact and Information at Site					
Planning Forms Complete					
Special Needs					

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FIELD TRIP CHECKLIST FOR DAY CARE PROVIDER

Field Trip Site	Phone No.	Date	Departure & Arrival Times
A.			
B.			
C.			
D.			
E.			

	Trip A	Trip B	Trip C	Trip D	Trip E
Parent Notices Complete					
Transportation Arranged/ Extra Help Secured(Name and Phone No.)					
Site Arrangements Complete					
Name Tags Organized					
Planning Forms Complete for All Adults on Trip					
First-Aid Kit Ready					
Bag of Tricks Ready					
Snack for Trip					
Permission Slips Returned					
Special Needs					

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SAFETY-PROOFING YOUR TRIPS

1. Be sure all children are wearing name tags which include the name and phone number of the school or day care provider. For large groups, color code the name tags so children and their specific group leaders have tags of the same color.

2. Trips should be undertaken only after good group control has been established and children have learned to remain with the group. Before taking your first neighborhood excursion, plan one or two trial runs. Return immediately if any children run ahead of the group.

3. Plan trips for the middle of the week to allow planning with children, return of permission slips, etc. Avoid taking trips on Mondays, when children are apt to be tired from the weekend and not completely re-oriented to the group, or on Fridays when follow-up activities are not possible. Plan excursions for the morning, when children are less tired.

4. Establish simple safety rules which are well known to the children and the adults accompanying them. Help children learn these rules by rehearsing or playing them out during several days before a trip. Review them immediately before departing. Some sample safety rules:

   --Always wait for the adults before crossing streets or going into buildings.

   --Everyone holds hands.

   --We always walk and never run on trips.

   --Everyone needs to sit down on the bus or in the car.

   --For groups of 10 or more: "A leader in the front and a leader in the back and all the children in between." This makes a nice chant to use as you walk along.

5. Orient other adults to safety procedures and remind them to:

   --Be conscious of the number of children they are responsible for and count noses frequently.

   --Concentrate on the children in their care and avoid being distracted by conversations with other adults.

   --Never leave children alone or send them ahead of the group for any purpose. If necessary, the whole group goes into the bathroom together.

   --Take the children to the bathroom before leaving on a trip and, if necessary, before leaving the trip site to return.

   --Supervise toileting in public places very carefully.

6. A first-aid kit should be taken along on a trip. Tape an index card of emergency numbers to the top (i.e. Paramedics). Be sure the kit includes materials for cleansing scrapes and bruises, and plenty of bandaids. Take along the parent permission slips for this trip. They include the phone numbers where parents could be reached in an emergency.

7. Take along an emergency "Bag of Tricks" for any special situation. Items to include in this bag are: a few sets of extra clothes, tissues, a few story books, and a box of graham crackers or raisins for an extra snack in case of an unexpected delay. Include some instant playthings packed in individual Ziploc Baggies such as: crayons, small spiral notebooks, small pleated muffin paper cups, one foot pieces of yarn, pipe cleaners, styrofoam packing pellets and toothpicks.

8. If a snack is to be served on the trip, plan it carefully for ease of serving. Fresh fruits, such as apples or bananas are easier to serve than juice and crackers. Carry snacks in disposable bags so your load will be lighter on the return trip, or the bags can be used for treasures collected on the trip. If the trip is during lunch time, pack lunches in individual disposable paper bags. If lunches are sent from home, names should be on the bags. Discourage carrying anything that must be cared for and returned, such as lunch boxes or thermos bottles. Beverages should be provided for the group. Be sure to bring paper cups, napkins and a can opener if you are serving juice. A damp cloth in a plastic bag or some moist towelettes can come in very handy.

9. Plan the adult-child ratios carefully. Suggested ratios are:

   For two-year-olds: 1 adult to 2 children
   For three-year-olds: 1 adult to 4 children
   For four- and five-year-olds: 1 adult to 5 children

   If a large group is going, plan to have one adult who is not responsible for any children. She/He can be responsible for supervising the logistical arrangements at the site and such things as snacks, and personal belongings brought along on the trip. This person would also be available to cope with any sudden emergencies without endangering supervision of the total group.

10. Check insurance policies to make sure they include coverage during excursions away from your home or school and enroute. Also check on your coverage for volunteers accompanying the group and for anyone providing transportation.

11. If a large group is going by bus, send one car to the trip site to be used in the event of an emergency or mechanical trouble with the bus.

12. When walking with very young children or in traffic hazard situations, it may be advisable to use a knotted walking rope as an added precautionary measure. Each child holds on to a loop on the rope.

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SUGGESTED RESOURCES

Field Trips:

Buschhoff, Lotte. "Going on a Trip". Baker, Katherine Reed (Ed.) Ideas That Work With Young Children. NAEYC, 1972. The article discusses general considerations in planning field trips. Children's feelings, the adult's role and what children can learn are discussed. Interesting trips are suggested, particularly, ordinary work experiences.

Carson, Rachel. Sense of Wonder. Harper & Row, 1956. The author stresses that those who live with the mysteries of earth, sea and sky are never alone or weary of life. Her narrative and photographs explore how a child, with the companionship of an adult, can discover the joy and excitement of our world.

Cherry, Clare et. al. Nursery School Management Guide. Fearon Publishers, 1973. A useful guide for all areas of nursery school or day care management. A section on field trips includes sample forms, notification letters, checklists, etc.

Landreth, Catherine. Preschool Learning and Teaching. Harper & Row, 1972. A section on field trips is included in this introduction to early childhood education. Suggestions of many places to visit are related to children learning about their community. How children learn and ways of fostering learning are thoroughly discussed.

Maryland State Department of Health and Mental Hygiene. "Trips" in Child Day Care Guidelines, 1976. (Department of Health and Mental Hygiene, Preventive Medicine Administration, P.O. Box 13528, Baltimore, MD 21203.) An easy-to-read, well organized resource on many aspects of child care. The section on trips discusses the purpose of trips, places to visit and length of trips. Suitable trips for children under three years of age to six-years-old are suggested. Helpful suggestions for adults are included.

Mitchell, Grace. I Am! I Can! Grelock Publishers, 1977. The author discusses the broad spectrum of operating a child care center, and includes many curriculum ideas. The section concerning field trips contains many helpful suggestions and ideas for trips.

Taylor, Barbara J. A Child Goes Forth. Brigham Young University Press, 1972. The text presents many curriculum planning methods and ideas. The chapter on field trips contains many ideas for trips and planning suggestions. The author also recommends many children's books on a variety of topics.

Curriculum Planning and Children's Learning:

Broad, Laura Peabody and Nancy Towner Butterworth. The Playgroup Handbook. St. Martin's Press, 1974. The text is designed for parents involved in play groups. Activities are suggested for every month of the year. Each month includes suggestions for a possible trip.

Flemming, Bonnie Mack et. al. Resources for Creative Teaching in Early Childhood Education. Harcourt, Brace and Jovanovich, 1977. This extensive curriculum guide is organized into topics. Each topic contains a wealth of activity suggestions and background information. Some topics include field trip ideas.

Singer, Dorothy and Tracey A. Revenson. A Piaget Primer. International Universities Press, 1978. Many of Piaget's theories about children's thinking are presented in an easy-to-read format. Examples supporting the theories are often quotes from classic children's books and popular comic strips.

Fingerplays, Songs and Children's Books:

Cromwell, Liz and Dixie Hibner. Finger Frolics. Partner Press, 1976. A compilation of old and new favorite fingerplays on a wide variety of topics.

Grayson, Marion F. Let's Do Fingerplays. David McKay, 1962. An extensive selection of fingerplays organized by topics.

MacCarteney, Laura Pendelton. Songs for the Nursery School. Willis Music Co., 1937. Short songs for two-year-olds to more complex songs for five-year-olds are contained in this old, but valuable book. Many of the songs are action songs.

Scott, Louise Binder and J. J. Thompson. Rhymes for Fingers and Flannelboards. McGraw Hill, 1960. Two hundred thirty-two fingerplays grouped by subject areas. Some may require adapting for non-sexist and multi-cultural awareness. Some fingerplays are written in other languages as well as English.

Subject Guide to Children's Books in Print. R. R. Bowker, Annual. This volume contains an extensive list of children's books, grouped by topic. Not annotated.

Wood, Lucille and Roberta McLaughlin. Sing a Song: Of Holiday and Seasons, Home, Neighborhood and Community. Prentice Hall, 1960. Many catchy tunes about the community and seasons are included in this book. They are easy to sing and play.

Wood, Lucille and Louise Scott. Singing Fun & More Singing Fun. Webster Publishing Co., 1954. These older but useful books contain many songs about the community. Many have been recorded by Bowmar Records.

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In this book we have referred to several resource books that will provide additional information and activity ideas for field trips. These books are often available from public libraries or local bookstores. You may also purchase some of these resources through Toys 'n Things Cooperative Bookstore.

We have listed below a few of these books plus some additional books which you may purchase from Toys 'n Things on the order form provided.

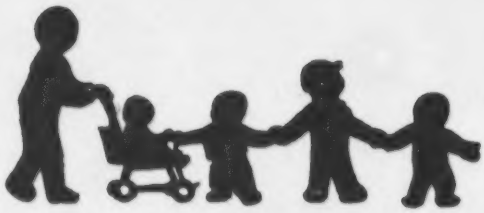
Mommies at Work
the temper tantrum book
TEACHABLES TRASHABLES
COOPERATIVE SPORTS & GAMES BOOK
Learning for Little Kids
ONLY ME
I PASTE A PICTURE OF MYSELF HERE AND WRITE MY NAME ON THE LINE BELOW
BY

ADULT BOOKS

Bibliotherapy: Books to Help Young Children--$6.25
The Big Book of Receipes for Fun--$10.95
Bubbles, Rainbows and Worms (Science Experiments for Pre-School Children)--$5.95
A Child Goes Forth--$7.95
Cooperative Sports and Games Book--$5.95
Eye Winker, Tom Tinker, Chin Chopper--$1.95
Finger Frolics--$7.95
Learning for Little Kids--$7.95
Nature Activities for Early Childhood--$8.55
The Playgroup Handbook--$5.95
Snips and Snails and Walnut Whales--$5.95
Teachables From Trashables--$6.95
Wee Sing--$2.25
Wee Sing and Play--$2.25

CHILDREN'S BOOKS

Ask Mr. Bear--$2.95
Big Joe's Trailer Truck--$1.25
Caps for Sale--$2.25
The Carrot Seed--$1.25
The Dead Bird--$1.50
I Wish I Was Sick Too!--$1.95
Katy and the Big Snow--$2.50
Little House--$2.25
Make Way for Ducklings--$2.50
Mommies at Work--$1.95
Only Me--$3.95
The Original Warm Fuzzy Tale--$3.95
Poems for Children--$1.25
The School (D. Bruna)--$3.50
The Temper Tantrum Book--$2.25
The Toolbox--$2.25
The Trip--$1.95
Where Do Butterflies Go When it Rains?--$1.25
Will I Have a Friend?--$2.50



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$75.00 - $99.99 . . .	$4.75
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